



Grades 3–8

Targeted Reading Intervention

Know what's blocking each reader.
Deliver the instruction that changes it.



THE DIAGNOSTIC GAP

Low reading scores don't tell educators what to teach

The right placement preserves critical time for closing reading gaps.

As texts become more complex, hidden reading gaps become barriers to learning. Students who struggle with science or social studies may actually need support with decoding, vocabulary, language comprehension, or all three.

Every intervention block spent addressing the wrong skill is time students don't get back—and every month in the wrong intervention is a missed opportunity for growth.



The Cost of Waiting

Without identifying the underlying cause early, these gaps become **harder and more expensive to remediate** each school year.

THE SCALE

44%

of students in grades 3-8 experience persistent difficulty reading instructional content.¹

THE CONFIDENCE GAP

57%

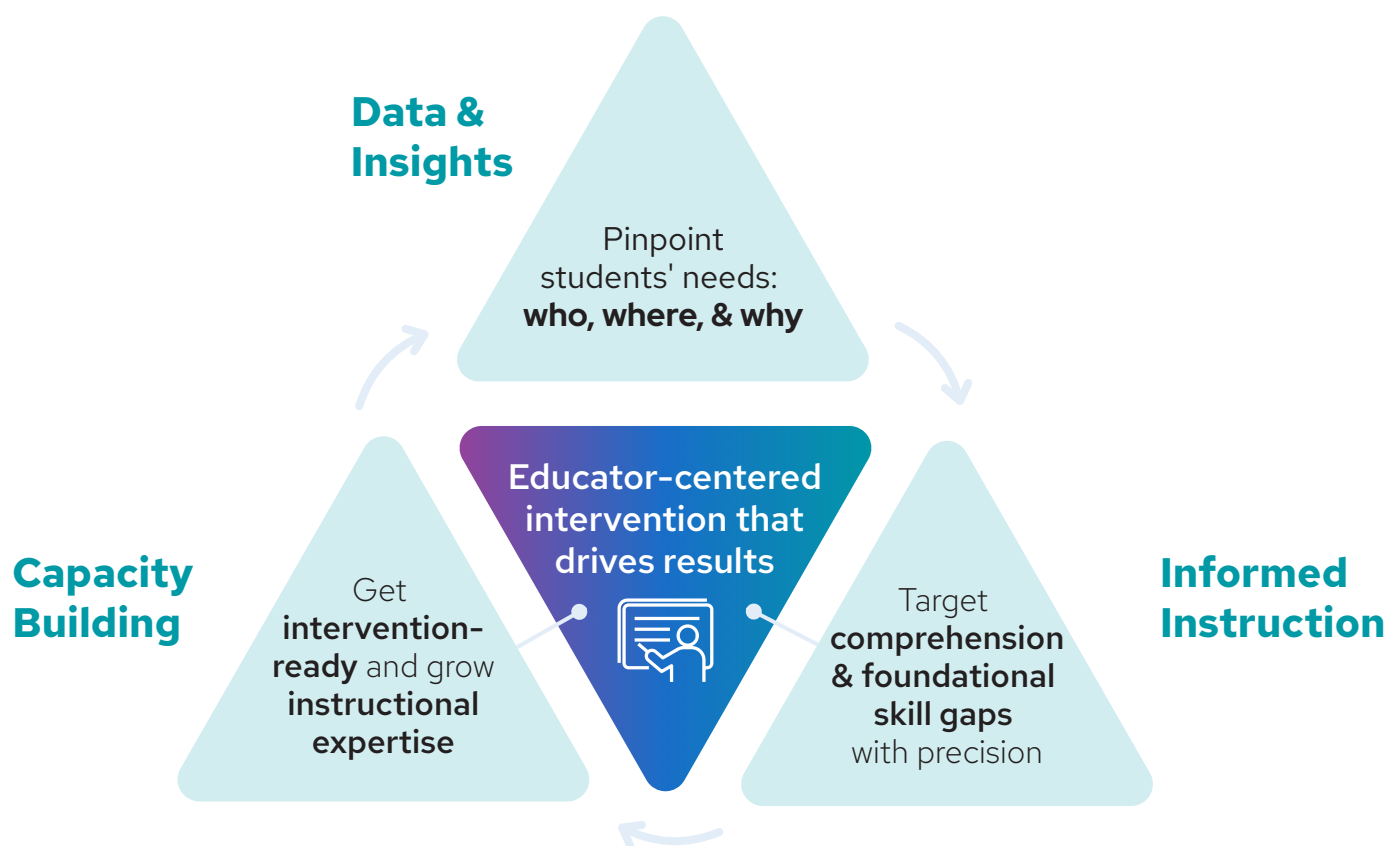
of district leaders report lacking confidence in their current Tier 2/3 adolescent interventions.¹

OUR APPROACH

Effective intervention starts with knowing what's blocking the reader

Precise placement helps districts make every intervention block count.

Teachers of older students are often asked to deliver literacy intervention with little preparation in reading instruction, even as students' literacy needs become increasingly complex beyond the early grades.^{2,3}



Evidence-backed curriculum

Grounded in the Science of Reading, our programs meet ESSA Tier II evidence standards through independent research. Our vocabulary instruction is validated by peer-reviewed research on how students build language and comprehension.

Designed for busy classrooms

Effective intervention shouldn't disrupt the school day or add unnecessary preparation. Structured, teacher-led lessons fit existing intervention blocks while helping teachers maximize every instructional minute.

Targeted support for every reading profile

Whether students need foundational decoding support, advanced word study, or both, HD Word™ and Orbit™ provide flexible, teacher-led pathways tailored to their instructional needs.

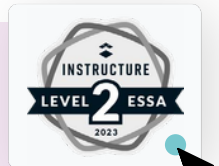
HD WORD™

For students with persistent decoding gaps



Students who struggle to read unfamiliar multisyllabic words need explicit, systematic instruction that builds decoding accuracy, fluency, and confidence.

HD Word provides teacher-led instruction that strengthens advanced phonics, word recognition, and fluent reading through age-appropriate texts and decodable chapter books.



ORBIT™

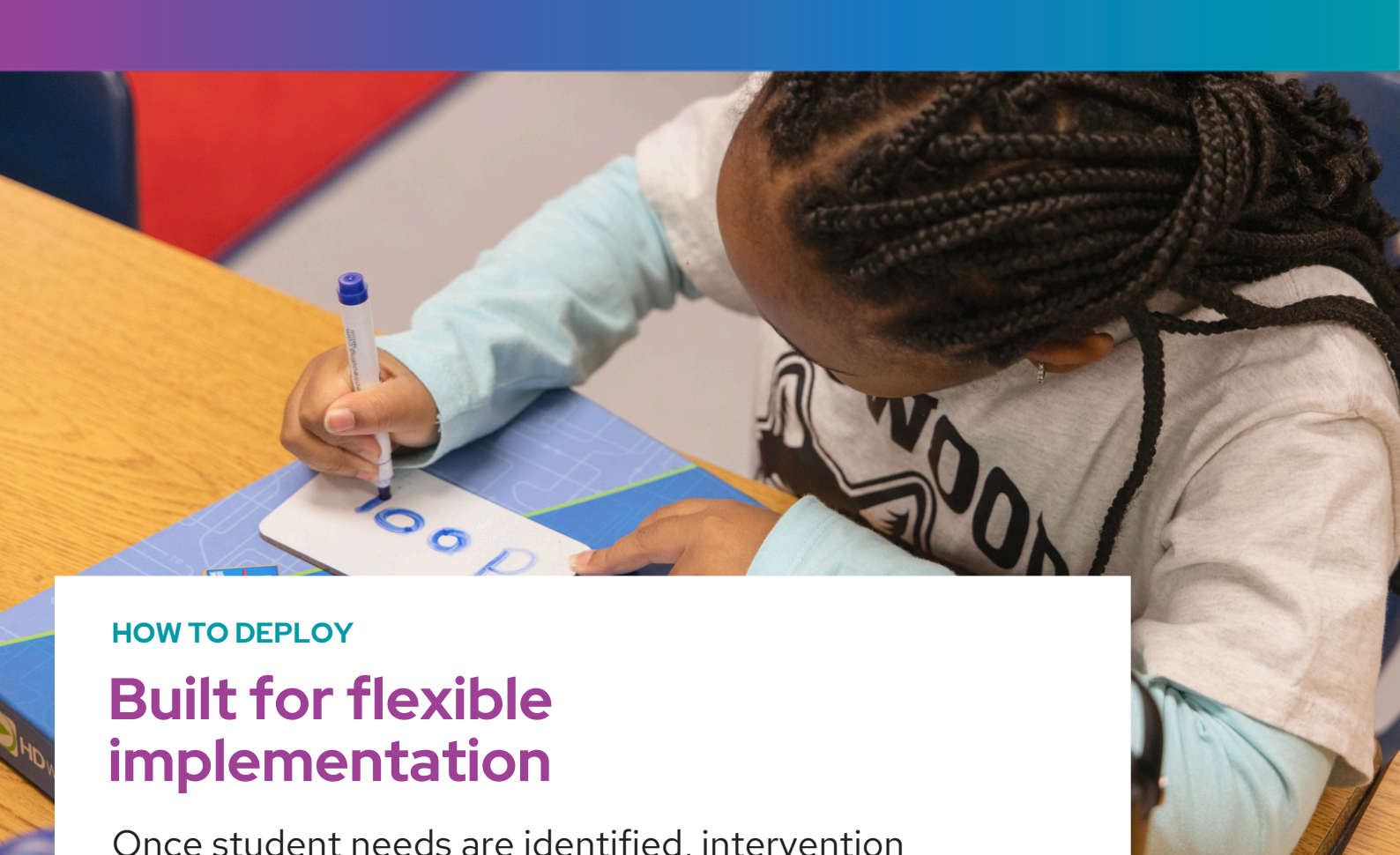
For students who decode accurately but struggle with meaning



Some students read words accurately but still struggle to understand increasingly complex academic text. They need targeted instruction that strengthens vocabulary, morphology, language structures, and comprehension.

Orbit connects word reading to word meaning through explicit instruction in advanced phonics, morphology, vocabulary, and expressive language.

NEW



HOW TO DEPLOY

Built for flexible implementation

Once student needs are identified, intervention can begin within existing instructional schedules.

Match the intervention to the need

IF STUDENTS...

RECOMMENDED

Cannot read unfamiliar single- and multisyllabic words accurately



HD Word

Decode accurately but struggle with word meaning and comprehension



Orbit

Show both decoding and language gaps



HD Word + Orbit



Launch anytime during the school year



Fits existing intervention blocks



Adapts to district and classroom needs



Supports small-group or one-on-one instruction

WHAT'S INCLUDED

Classroom value for teachers and students

In every implementation



Educator resources

- Teacher's guides
- School-year access to the online teacher presentation tool for lesson delivery
- Assessments & progress-monitoring tools
- School-year access to the digital Professional Development Library



Student resources

- Student workbook sets
- Decodable books & decodable passages
- Manipulative kits
- School-year access to digital practice
- Multilingual digital and printable resources in 8 languages

Keeps Students Actively Engaged

Print, digital, and multimodal practice support small-group and one-on-one instruction, giving teachers flexibility across intervention settings.

Builds Lasting Retention

Extensive review, reinforcement, and intentional digital practice strengthen retention and help students apply new skills across subjects.

Protects Instructional Time

Built-in educator support, on-demand micro-PD, and flexible learning tools reduce preparation time so teachers can focus on instruction.

Fits Existing Intervention Schedules

Structured, teacher-led lessons fit within existing intervention blocks, making implementation manageable while maximizing instructional time.

Implementation support that builds teacher confidence

Strong intervention depends on consistent implementation. Really Great Reading combines practical educator resources, flexible professional learning, and ongoing coaching to help teachers deliver effective instruction with confidence.

Implementation that fits classroom realities



- ✓ Flexible scheduling
- ✓ Low-Prep Instruction
- ✓ Implementation support

Live Onsite

Hands-on learning with classroom modeling, guided practice, and peer collaboration.

Live Virtual

Interactive sessions that build instructional knowledge and implementation confidence remotely.

Coaching

Job-embedded observations, lesson modeling, and data-informed feedback.

On-Demand

A digital PD Library with bite-sized modules educators can access all year.

Why live training matters

✦ Deep Skill-Building

Connect foundational literacy research to classroom practice.

✦ Classroom Modeling

Observe effective instructional routines in action.

✦ Collaborative Learning

Build consistent instructional practices across schools.

✦ Real-Time Feedback

Strengthen instruction through immediate coaching and feedback.

EVIDENCE YOU CAN TRUST

Measurable success, strategic partnerships

RGR's instructional materials have received all-green, near-perfect scores from EdReports, meet ESSA Level II standards, and are recognized as *"Promising"* by Evidence for ESSA.

Carrollton-Farmers Branch, TX

+37PT

Middle-school decoding proficiency growth in a single semester for students receiving dyslexia services.⁴

Sunburst Academy, CA

100%

of adolescent readers showed measurable decoding growth, averaging 40% growth in a single semester.⁵

Accelerated vocabulary growth

3-4x

faster academic vocabulary acquisition than traditional instruction, per peer-reviewed study of the semantic reasoning approach used in RGR products.⁶

Funding pathways for literacy improvement



ESSA §1003
School Improvement



Title I,
Part A



State literacy & school
improvement grants

Start planning now for implementation this school year.

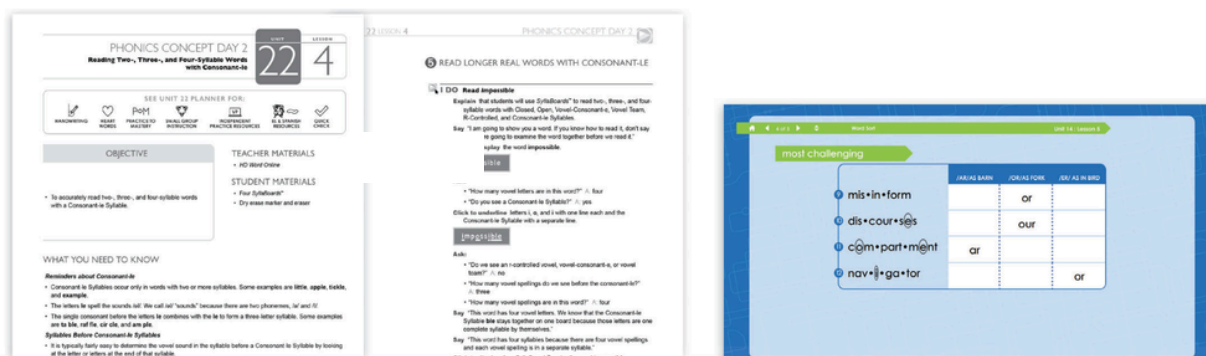
Meet with one of our Literacy Specialists to discuss your district's goals, review your current approach, and build a targeted intervention plan for your Grades 3–8 students.

Get Started →

Sample Lessons & Activities

- ✓ HD Word Samples
- ✓ HD Word Scope & Sequence
- ✓ Orbit Samples
- ✓ Orbit Scope & Sequence
- ✓ Demo access





HD Word

Helps students master the building blocks of reading by teaching essential phonics skills for both simple and complex words.



15-20 minutes of teacher-led daily instruction



Explicit, multi-sensory decoding intervention



Low-prep, scripted lesson plans



Embedded professional development

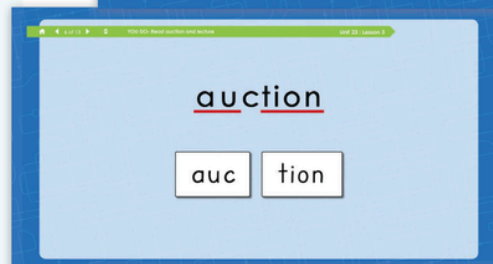
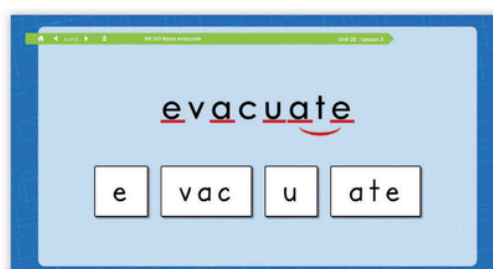
Phonics Concepts

✓ Single-Syllable, Closed Syllable words with:

- Closed Syllables
- Digraphs
- Trigraphs
- 2-Sound Blends
- Digraph Blends
- 3-Sound Blends

✓ Multisyllabic words with:

- Closed Syllables
- Open Syllables
- Schwa
- Vowel-Consonant-e
- Vowel-Consonant-e spelling schwa
- Vowel Teams (Long Vowels)
- R-Controlled Vowel Syllables and Spellings
- "Other" (Variant) Vowel Syllables and Spellings
- Consonant-le
- Prefixes
- Suffixes
- Split Vowels



PHONICS CONCEPT DAY 1

Reading Two-Syllable Words with Closed Syllables

UNIT

4

LESSON

3

SEE UNIT 4 PLANNER FOR:



HANDWRITING



HEART
WORDS



PRACTICE TO
MASTERY



SMALL GROUP
INSTRUCTION



INDEPENDENT
PRACTICE RESOURCES



EL & SPANISH
RESOURCES



QUICK
CHECK

OBJECTIVE

- To accurately read two-syllable words in which both syllables are closed.

TEACHER MATERIALS

- HD Word Online

STUDENT MATERIALS

- Two SyllaBoards™
- Dry erase marker and eraser

WHAT YOU NEED TO KNOW

Syllables

- A syllable is a unit of spoken language that is organized around a vowel phoneme. Every syllable has a vowel sound. Most syllables have one or more consonant phonemes, but this is not necessary (**oh**, **I**, **you**).
- There are six types of syllables: Closed, Open, Vowel-Consonant-e, Vowel Team, R-Controlled Vowel, and Consonant-le. Students learn about each of these types of syllables in *HD Word*.

Reminders About Closed Syllables

- A Closed Syllable consists of one vowel letter followed by, or closed in by, one or more consonant letters (**at**, **pat**, **splat**, **patch**).
- A Closed Syllable does not need to have a consonant letter before the vowel (**ox**, **ash**, **if**, **itch**).
- The vowel in a Closed Syllable is usually a short vowel.

Reading Multisyllabic Words

- Even good readers break unfamiliar long words into syllables to decode them.
- The most effective way to read an unfamiliar multisyllabic word is by looking for the vowels and breaking the word into syllables around the vowel spellings.
- Every syllable has a vowel sound, and almost every syllable has a vowel letter.



- When one vowel letter is by itself, not next to another vowel or part of a vowel team, it is typically the only vowel in the syllable (**Wis con sin, es tab lish, ta ble**). It is a Closed Syllable the majority of the time, as in all of the syllables in **Wis con sin** and **es tab lish**. In other instances, as in the first syllable in **ta ble**, it is an Open Syllable. Other times, it is a Vowel-Consonant-e Syllable, as in **kite**.

Utilizing Syllable Types to Decode Multisyllabic Words

- Syllable types are one common way to divide words into decodable chunks, and once divided, they help predict the vowel sound in the syllable.
- An Open Syllable is a syllable that ends in a single vowel letter. Open Syllables usually have a long vowel sound. Students will learn about Open Syllables in Unit 5.
- In a Vowel-Consonant-e Syllable, the letter **e** is included in the same syllable as another vowel letter. Students will learn about Vowel-Consonant-e Syllables in Units 7 and 8.
- Vowel Team Syllables have two, three, or four letters that work together to spell a vowel sound. Vowel teams are most commonly comprised of two vowel letters, but they can sometimes include one or two consonant letters (as in **ay, ow, igh, or ough**). Students will learn about vowel teams in Units 9 and 10.
- In R-Controlled Syllables, the vowel letter(s) is followed by the letter **r**. The vowel and the consonant **r** combine to make a single vowel phoneme. Students will learn spellings for the r-controlled vowel sounds /ar/, /or/, and /er/ in Units 11–13.
- Consonant-le Syllables, which occur only at the end of multisyllabic words, have a consonant letter followed by the letters **le**. Students will learn about Consonant-le Syllables in Unit 22.
- Complete directions for reading multisyllabic words as well as Positive Error Correction can be found in Appendix A on page 486.

Chunk ing

- The letter combination **ing** is often taught as a single chunk because the vowel phoneme in this spelling pattern is not purely long or short. The phoneme /ng/ that follows the vowel in the **chunk ing** distorts the vowel sound.
- To some ears, the vowel sound in **ing** is *long e* and to other ears it is *short i*. These differences often depend on regional dialect.
- In this lesson, students will learn to decode the letters **ing** as a chunk that spells the sounds /ing/. This will enable them to decode words like **mocking, fixing, and helping**, which have short vowel sounds in Closed Syllables followed by a syllable with the **chunk ing**.
- In *HD Word* Unit 26, students will learn that **-ing** is also a vowel suffix.

WE DO Read contest

Say:

- "I am going to display a new word on the board. Do not say the word if you know it."
- "We will use our questions to help us read the word."

Click to display the word **contest**.

contest

Ask:

- "How many vowel letters are in this word?" A: two
- "Are the vowel letters together or apart?" A: apart

Click to underline the two vowel letters.

contest

Say:

- "Because we see two vowel letters and they are apart, it helps us understand that this word has two syllables."
- "We will put down two *SyllaBoards* to help us read this word."

Click to display two *SyllaBoards* under the word **contest**, and ask students to put two boards on their desks.

contest

Click to add one vowel letter to each board, and ask students to do the same.

contest

Click to add the consonant letters to the boards so that there is one Closed Syllable on each board, and ask students to do the same.

contest

Explain that each syllable has a vowel letter and is a Closed Syllable.

Point to and read each *SyllaBoard* together with a pause in between – con test.

Remember to provide Positive Error Correction if students struggle to read a multisyllabic word accurately. Positive Error Correction directions for reading multisyllabic words can be found at the end of this lesson on page 195.

Synonyms

Tell students that you are thinking of another word that means almost the same thing as **contest**. Ask them if they can think of your word. (tournament, game, match, challenge)

Say: "Right, **contest** and **tournament**/ **game**/ **match**/ **challenge** mean the same thing. They're synonyms."

You may wish to explain that when students see a doubled consonant letter in a word (as in **traffic**), they will usually divide the word into syllables in between the doubled consonant.

Remind students that the letters **ing** are a chunk that spells the sounds /ing/.

Sweep your hand (left to right) under the syllables, and read the word together – **contest**.

Help students notice that these are both Closed Syllables.

Clear all boards.

YOU DO Read traffic, subtract, spending, punish

Say:

- "Now it's your turn to read some words on your own."
- "You are going to use *SyllaBoards* to read two-syllable real words."
- "Remember that every syllable has a vowel. Every syllable that you look at today has one vowel by itself, not next to another vowel."
- "I will display words on the board. Do not read them aloud until you have looked for the vowels, broken them into syllables, and written them on your *SyllaBoards*."

Click to display each of the following words on the board, one at a time:

traffic

subtract

spending

punish

Ask for each word:

- "How many vowel letters are in the word?"
- "Are the vowel letters together or apart?"
- "How many syllables are there?"

All students:

- Use *SyllaBoards* to read the words one at a time.
- Show how many syllables are in each word by putting out the correct number of *SyllaBoards*.

traffic

subtract

Write the vowels on the *SyllaBoards*.

spending

punish

- Write the consonants on the *SyllaBoards*.

traf fic

spend ing

- Individual students touch each *SyllaBoard*, read the syllables, and then sweep a hand under the *SyllaBoards* to blend and read the word.

Check students' boards and provide Positive Error Correction as needed.

Help students notice that these are all Closed Syllables.

All students repeat the steps to read each word together.

Click to reveal the answer after each word. This will help students visually confirm the correct answer.

All students clear boards.

Sometimes there is more than one correct way to break a word into decodable chunks. It is important to allow students some flexibility regarding the syllabication of a word, as long as they decode the word correctly. For example, the word **traffic** could be divided into syllables as **traf fic** or **traff ic**. Either way is acceptable, as long as students decode each syllable correctly and then blend the syllables correctly to read the whole word.

Antonyms

Ask students if they can think of an antonym for applicable words, time permitting.

7 READ TWO-SYLLABLE NONSENSE WORDS

I DO Read glufmep

Say:

- "We are going to use *SyllaBoards* to read nonsense words with two syllables. Both of the syllables are closed."
- "Remember, nonsense words are not real words. They don't mean anything, but we can read them because the letters and spelling patterns tell us what sounds to say."
- "If you know how to read one of the words, don't say it. We are going to examine each word together before we read it."

Click to display the word **glufmep**.

glufmep

Ask:

- "How many vowel letters are in this word?" A: two
- "Are the vowel letters together or apart?" A: apart

Click to underline the two vowel letters.

glufmep

Say:

- "Remember that when the vowel letters are apart, each vowel letter is in a different syllable and on a different *SyllaBoard*."

- This word has two syllables because there are two vowel letters and they are not next to each other."

Click to display two *SyllaBoards* under the word **glufmep**.

glufmep

Click to add one vowel letter to each board.

glufmep

Click to add the consonant letters to each board.

glufmep

Explain that each syllable has a vowel letter and is a Closed Syllable.

Point to and read each *SyllaBoard* with a pause in between – gluf mep.

Sweep your hand (left to right) under the syllable, and read the word – glufmep.

WE DO Read mishtox

Say:

- "I am going to display a new word on the board. Do not say the word if you know it."
- "We will use our questions to help us read the word."

Click to display the word **mishtox**.

mishtox

Ask:

- "How many vowel letters are in this word?" A: two
- "Are the vowel letters together or apart?" A: apart

Click to underline the two vowel letters.

mishtox

Say:

- "Because we see two vowel letters and they are apart, it helps us understand that this word has two syllables."



START TEACHING

Reading Two-Syllable Words with Closed Syllables

1 STATE OBJECTIVES

Say:

- "So far, we have been working only with single-syllable words. We have been using our letter tiles to build words that have only one syllable. In this lesson, we will learn how to read longer words that have two syllables.
- All of the words we read today have two Closed Syllables with short vowel sounds."

Students place materials on desks.

Open HD Word Online to Unit 4, Lesson 3, Phonics Concept 1.

2 VIEW READING TWO-SYLLABLE WORDS ANIMATION

Say "Let's watch this animation to learn about reading two-syllable words."

Play the animation.

3 REVIEW READING TWO-SYLLABLE WORDS

Say "Let's review what we just learned."

Ask:

- "Should we look for the vowels or the consonants when we try to figure out how many syllables are in a multisyllabic word?" A: the vowels
- "What is the first question we should ask ourselves about the vowels when we try to read a multisyllabic word?" A: How many vowels do you see?
- "What is the second question we should ask ourselves?" A: Are the vowels together or apart?
- "If there are two vowel letters that are apart in a word, how many syllables are probably in that word?" A: two

Click to display the word picnic.

picnic

Ask:

- "How many vowel letters are in this word?" A: two
- "Are the vowel letters together or apart?" A: apart



Use 2-Sound Blends animation in Español as needed.

You can prompt students to hold up their closed fists to remind themselves that Closed Syllables have short vowel sounds. Having a motion to associate with this syllable type makes the concept more concrete. This is optional but recommended for Foundations students and optional for Essentials and Linguistics students.



Click to underline the two vowel letters.

picnic

Ask "How many syllables are in this word?" A: two

Say:

- "Remember that when the vowel letters are apart, each vowel letter is in a different syllable and on a different SyllaBoard".
- This word has two syllables because there are two vowel letters and they are not next to each other."

Click to place two SyllaBoards™ under the word picnic.

picnic

Click to add one vowel letter to each board.

picnic

Click to add the consonant letters to each board.

picnic

Explain that each syllable has a vowel letter and is a Closed Syllable.

Point to and read each SyllaBoard™ with a pause in between – pic nic.

Sweep your hand (left to right) under the syllables, and read the word – picnic.

4 WORD SORT

Say "Now we are going to sort words into two groups. We will place words that have one syllable in one column and words that have two syllables in a different column."

Click in HD Word Online for the following headings in two columns: ONE SYLLABLE and TWO SYLLABLES. As you click each word, it will move to the correct column.

Click to display and read the word scrunch.

scrunch



Explain that this word has one syllable. We know that it has one syllable because it has only one vowel letter.

Click to move the word scrunch under the ONE SYLLABLE heading.

Click to display and read the word bobcat.

Explain that this word has two syllables. It has two vowel letters, and the vowel letters are apart. This word is placed in the column with the heading TWO SYLLABLES.

Click to reveal, read aloud, and then click to sort each word.

Ask individual students if the word has one or two syllables.

Ask the students to explain how they know. (Answers are below the words in the table)

Answer Key

One Syllable	Two Syllables
scrunch has only one vowel letter	bobcat has two vowel letters that are apart
speck has only one vowel letter	suntan has two vowel letters that are apart
crush has only one vowel letter	sandwich has two vowel letters that are apart
ask has only one vowel letter	attic has two vowel letters that are apart

5 VIEW CHUNKING ANIMATION

Say "Now we will watch another animation to learn about chunk ing."

Play the animation.

Explain that students will read words with the chunk ing in this lesson and in many upcoming lessons.

6 READ TWO-SYLLABLE REAL WORDS

DO Read pumpkin

Explain that students will use SyllaBoards™ to read words with two syllables. Both of the syllables will be closed in each of these words.

Say "I am going to show you a word. If you know how to read it, don't say it. We are going to examine the word together before we read it."

Remember that you can prompt students to hold up their closed fists to remind themselves that Closed Syllables have short vowel sounds. This is optional but recommended for Foundations students and optional for Essentials and Linguistics students.

Click to display the word pumpkin.

pumpkin

Ask:

- "How many vowel letters are in this word?" A: two
- "Are the vowel letters together or apart?" A: apart

Click to underline the two vowel letters.

pumpkin

Say:

- "Remember that when the vowel letters are apart, each vowel letter is in a different syllable and on a different SyllaBoard".
- This word has two syllables because there are two vowel letters and they are not next to each other."

Click to display two SyllaBoards™ under the word pumpkin.

pumpkin

Click to add one vowel letter to each board.

pumpkin

Click to add the consonant letters to each board.

pumpkin

Explain that each syllable has a vowel letter and is a Closed Syllable.

Point to and read each SyllaBoard™ with a pause in between – pump kin.

Sweep your hand (left to right) under the syllables, and read the word – pumpkin.



Detective Work

UNIT 4

Mark It!

- 1 c a b i n
- 2 whiplash
- 3 medic
- 4 invent
- 5 express
- 6 epic
- 7 magnetic
- 8 blemish
- 9 ecstatic
- 10 discredit
- 11 suspect
- 12 panic

Read It!

CHALLENGING

- | | | |
|-------------|----------|-----------|
| 1 cabin | invent | suspect |
| 2 discredit | epic | express |
| 3 whiplash | medic | blemish |
| 4 ecstatic | magnetic | panic |
| 5 epic | suspect | whiplash |
| 6 medic | panic | discredit |
| 7 magnetic | blemish | cabin |
| 8 invent | ecstatic | express |

Read It!

MORE CHALLENGING

- | | | |
|--------------|----------|------------|
| 1 embellish | gossip | mantis |
| 2 splendid | tantrum | vanishing |
| 3 subtropics | chipmunk | investment |
| 4 inhabit | compact | fantastic |
| 5 insistent | axis | Wisconsin |
| 6 Atlantic | chitchat | expand |
| 7 infest | mascot | punish |
| 8 fabric | credit | volcanic |



Sentences to Read

UNIT 4

CHALLENGING

- 1 The brass polish in the bent tin is now a solid block. (12)
- 2 To limit rubbish in the linens, do not munch in bed. (11)
- 3 Randolph wants to submit and publish his new script. (9)
- 4 I saw a mantis vanish right before me at the fishpond! (11)
- 5 Mom was livid about the blemish on her new handbag. (10)
- 6 I expect to contact you about that contract before long. (10)
- 7 Did the bobcat cross down into the grasslands from the ridge? (11)
- 8 Janis and Willis will drink eggnog and eat bonbons in the cabin. (12)

MORE CHALLENGING

- 1 The odd habits of wombats are a splendid topic for a class project. (13)
- 2 Pam, who is very athletic, will play tennis for the Dublin Bobcats. (12)
- 3 The mom expects that her children will not splash in the bathtub. (12)
- 4 Did you see the ostrich stand on the stump and then frolic with the mantis? (15)
- 5 The children will establish a contest to see who can finish their pumpkins first. (14)
- 6 I was about to take a candid shot of the chipmunk when it ran back up the branch. (18)
- 7 My dad will admonish me not to put both nutmeg and pumpkin in the Crock-Pot. (15)
- 8 My dentist will give me a pretty plastic rabbit when I tell him that I brush after I eat. (19)



HD WORD SCOPE AND SEQUENCE

Unit	Lesson 1	Lesson 2	Lesson 3 & 4	Lesson 5
	Oral Reading	Phonemic Awareness	Phonics Concepts Days 1 & 2	Student Practice
Book 2				
11	The Oral Reading Fluency procedure continues in each Unit from 2–33.	• R-Controlled Phonemes /ar/ and /or/: Segmenting and Blending	• Reading 1 – 3-Syllable Words with /or/ spelled or and /ar/ spelled ar	The Student Practice activities include: • Word Sort • Detective Work • Phrases to Read (<i>Foundations</i> only) • Sentences to Read • Optional extension activity
12		• R-Controlled Phonemes /ar/ and /or/: Segmenting and Substituting	• Reading 1 – 3-Syllable Words with /or/ spelled or , our , ore , oor , and oar • Reading 1 – 3-Syllable Words with /ār/ spelled ar , are , air , and ear	
13		• R-Controlled Phoneme /er/: Segmenting and Blending	• Reading 1 – 3-Syllable Words with /er/ spelled er , ir , ur , and ear	
14		• Cumulative Review of Long, Short, and R-Controlled Vowels: Segmenting, Adding, and Deleting	• Reading 2-, 3-, and 4-Syllable Words with /er/ spelled ar and or • Cumulative Review of 2–4 Syllable Words with r-controlled vowel phonemes /ar/, /or/, and /er/	
15	The Oral Reading Fluency procedure continues in each Unit from 2–33.	• Other Vowel Phoneme /ō/, as in ooze : Segmenting and Blending	• Reading 1–4-Syllable Words with /ō/ spelled oo , u , u-e , and ew	The Student Practice activities include: • Word Sort • Detective Work • Phrases to Read (<i>Foundations</i> only) • Sentences to Read • Optional extension activity
16		• Other Vowel Phoneme /oi/, as in oink : Segmenting and Substituting	• Reading 1–4-Syllable Words with /oi/ spelled oi and oy	
17		• Other Vowel Phoneme /ou/, as in ouch : Segmenting and Adding	• Reading 1–4-Syllable Words with /ou/ spelled ou and ow	
18		• Other Vowel Phoneme /ō/, as in book : Segmenting and Deleting	• Reading 1–4-Syllable Words with /ō/ spelled oo and u	
19		• Other Vowel Phoneme /aw/, as in awesome : Segmenting and Substituting	• Reading 1–4-Syllable Words with /aw/ spelled au and aw	
20		• Cumulative Review of Long, Short, R-Controlled, and Other Vowels: Segmenting and Substituting	• Cumulative Review of 1–4-Syllable Words with Other Vowel Phonemes: /ō/, /oi/, /ou/, /ō/, and /aw/	



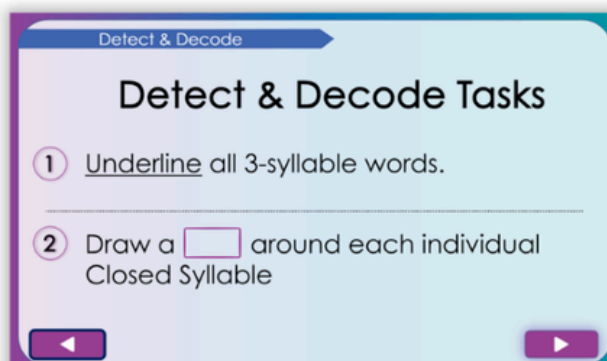
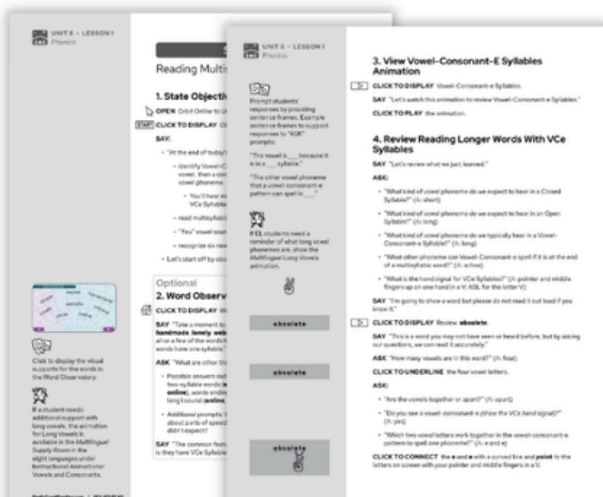
HD WORD SCOPE AND SEQUENCE

Unit	Lesson 1	Lesson 2	Lesson 3 & 4	Lesson 5
Book 1	Oral Reading	Phonemic Awareness	Phonics Concepts Days 1 & 2	Student Practice
1	- Introduction to <i>HD Word</i> - Importance of reading accurately	- Definition of a Phoneme - Short Vowel Phonemes - Segmenting Phonemes	- Reading Single-Syllable Closed Syllable Words - Reading Single-Syllable Closed Syllable Words with Digraphs	Each unit ends with student practice where students complete four practice activities designed to target the concepts taught in the unit. The Student Practice activities include: - Word Sort - Detective Work - Phrases to Read (<i>Foundations</i> only) - Sentences to Read - Optional extension activity In the Student Practice activities, students are presented with words that are decodable according to the <i>HD Word Scope & Sequence</i>, as well as words from the Dolch 220 high-frequency word list. It is cumulative and controlled. Also included in each Lesson 5 is an optional extension activity. These activities help students further practice the concepts taught in that unit.
2	Each unit from 2–33 begins with three one-minute timed oral readings. Students chart their accuracy percentage and words correct per minute (WCPM). The goal is to reach at least 98% accuracy regularly and then to improve WCPM. The Oral Reading Fluency lesson at the beginning of each unit lets the teacher and students know if <i>HD Word</i> instruction is transferring to non-controlled reading at a selected grade level.	Segmenting Phonemes and Identifying Short Vowel Phonemes	Reading Single-Syllable Closed Syllable Words with 2-Sound Blends and Digraph Blends	
3		Short Vowel Phonemes: Segmenting, Substituting, and Blending	Reading Single-Syllable Closed Syllable Words with Trigraphs and 3-Sound Blends	
4		Short Vowel Phonemes: Segmenting, Adding, and Substituting	Reading 2- and 3-Syllable Words with Closed Syllables	
5		Short and Long Vowel Phonemes: Segmenting and Substituting	- Reading Single-Syllable Open Syllable Words - Reading 2- and 3-Syllable Words with Closed and Open Syllables	
6		Identifying Sounds of <i>Schwa</i>	<i>Schwa</i> in 2-, 3-, and 4-Syllable Words with Closed and Open Syllables	
7		Short and Long Vowel Phonemes: Segmenting and Blending	- Reading Single-Syllable VCE Words - Reading 2-, 3-, and 4-Syllable Words with Closed, Open, and VCE Syllables	
8		Short and Long Vowel Phonemes: Segmenting, Substituting, and Deleting	- Reading 2-Syllable Words with VCE Spelling <i>Schwa</i> - Reading 2-, 3-, and 4-Syllable Words with Closed, Open, and VCE Syllables (with and without <i>Schwa</i>)	
9		Short and Long Vowel Phonemes: Segmenting, Substituting, and Blending	Most Common Vowel Team Spellings: <i>long a</i> (ai, ay), <i>long e</i> (ee, ea), <i>long i</i> (igh), and <i>long o</i> (ow, oa)	
10		Short and Long Vowel Phonemes: Segmenting, Adding, and Deleting	- Less Common Vowel Team Spellings: <i>long e</i> (ie, ey) - Cumulative Review of Vowel Team Spellings (Long Vowels)	



HD WORD SCOPE AND SEQUENCE

Unit	Lesson 1	Lesson 2	Lesson 3 & 4	Lesson 5
	Oral Reading	Phonemic Awareness	Phonics Concepts Days 1 & 2	Student Practice
Book 3				
21	The Oral Reading Fluency procedure continues in each Unit from 2–33.	Beginning in Unit 21, Lesson 2 provides students with additional Oral Reading Fluency practice and incorporates comprehension questions for each passage.	Reading 1–4-Syllable Words with Chunks: -ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk	The Student Practice activities include: - Word Sort - Detective Work - Phrases to Read (<i>Foundations</i> only) - Sentences to Read - Optional extension activity
22			Reading 2–4-Syllable Words with Consonant -le	
23			- Reading 2–4-Syllable Words with Latin Chunks -tion, -sion, -ture (<i>Foundations, Essentials, & Linguistics</i>) - Additional Latin Chunks: -cial, -tial (<i>Essentials & Linguistics</i>); -cious, -tious (<i>Linguistics</i>)	
24			Reading 1–4-Syllable Words with Hard and Soft c and g	
25			Reading 2–4-Syllable Words with Consonant Suffixes: -s, -less, -ness, -ment, -ful, -ly	
26			Reading 2–4-Syllable Words with Vowel Suffixes: -es, -ing, -er, -est, -ous, -y, -able, -ible	
27			1-1-1 Doubling Rule in 2-, 3- and 4-Syllable Words 3 Sounds of Suffix -ed in 1-, 2-, 3- and 4-Syllable Words	
28			Reading 2–4-Syllable Words with Prefixes: dis-, con-, un-, im-, in-	
29			Reading 2–4-Syllable Words with Prefixes: re-, pre-, pro-	
30			Cumulative Review of Reading 2–4-Syllable Words with Suffixes and Prefixes	
31			Reading 1–4-Syllable Words with Closed Syllable Exceptions: ost, old, ild, ind, olt	
32			Reading 2–4-Syllable Words with Split Vowels	
33	CELEBRATION!			



Orbit

Helps students build the advanced word knowledge and language skills they need to read, understand, and learn from complex text.



**20-30 minutes
of teacher-led
daily instruction**



**Explicit
vocabulary &
language
intervention**



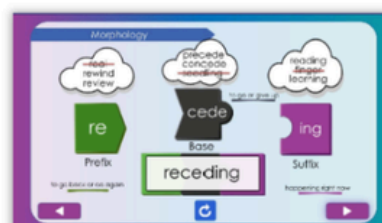
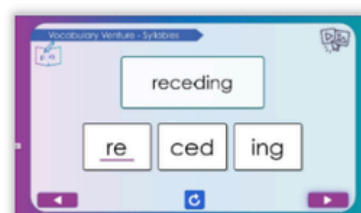
**Low-prep,
scripted
lessons plans**



**In-the-moment
professional
development**

With Orbit, students can:

- Decode increasingly complex academic words.
- Unlock meaning through morphology and word analysis.
- Build the vocabulary needed for academic success.
- Understand increasingly complex texts across subjects.
- Read with stronger comprehension and confidence.



Unit Planners and Pacing Guides for Flexibility in Intervention Settings*

A variety of Unit Planners and Pacing Guides are available to support smooth Orbit implementation with minimal teacher prep—whether used as an intervention across one or two school years.

Orbit Morphology & Vocabulary Intervention Planner

Module 5 | Week 23

Module 5 | Week 24

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary

Orbit Two-Year Intervention Planner (Year One)

Week 8

Week 9

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary

Two-Year Intervention Unit Planners

15-20 min Direct Instruction Daily

Morphology & Vocabulary Intervention Unit Planners

15-20 min Direct Instruction Daily

RGR Really Great Reading

Orbit Morphology & Vocabulary Intervention Program Components

Morphology & Vocabulary Intervention Pacing Guide (Orbit Intervention)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary

Morphology & Vocabulary Pacing Guide

One-Year and Two-Year Pacing Guide Options

Year 1

Year 2

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary
Unit 1: Morphology & Vocabulary	Unit 2: Morphology & Vocabulary	Unit 3: Morphology & Vocabulary	Unit 4: Morphology & Vocabulary	Unit 5: Morphology & Vocabulary

One-Year and Two-Year Pacing Guide Options

*Unit Planners and Pacing Guides for Tier 1 and Full Phonics/ Morphology/Vocab & Language Intervention are also available

Orbit Morphology & Vocabulary Intervention Planner

Modules 1 & 2 | Week

Unit Planners available for
Morphology & Vocabulary
Intervention Scope and Sequence

	Unit 5		Module 2: Unit 6		
	Lesson 5 (Morphology)	Lesson 5 cont. (Morphology)	Lesson 2 (Vocabulary)	Lesson 4 (Vocabulary)	Lesson 4 cont. (Vocabulary)
 Direct Instruction 15-20 minutes daily	- Morpheme Puzzles - Interpret It	Cloze Sentences	- Semantic Reasoning Word Work – Morsel "Snacks Around the World" First Reading	- Word Work with Definition – Morsel - Statements & Questions	Cloze & Questions: "Snacks Around the World"
 Independent Work IC: 30 minutes total (weekly) RA: 10-15 minutes total (weekly)	<i>InferCabulary</i> <i>Reading Arcade</i> (Unit 4 games)	<i>InferCabulary</i>  Unlock Unit 5 <i>Reading Arcade</i> games *Instruct students to complete games 1, 2, 3, and 5 <i>Reading Arcade</i> (Unit 5 games)	- Self-Assessment <i>InferCabulary</i> <i>Reading Arcade</i> (Unit 5 games)	<i>InferCabulary</i> <i>Reading Arcade</i> (Unit 5 games)	<i>InferCabulary</i>  Unlock Unit 6 <i>Reading Arcade</i> games *Instruct students to complete games 4 and 5 <i>Reading Arcade</i> (Unit 6 games)
 EL and Instructional Supports*	Check for Comprehension Boost note for ELs	Check for Comprehension Boost note for ELs	Comprehension Boost images for "Snacks Around the World" First Reading	- Comprehension Boost images for "Statements & Questions" - Check for Comprehension Boost notes	- Comprehension Boost images for "Cloze & Questions: 'Snacks Around the World'" - Check for Comprehension Boost notes
 Assessment		- Administer Module 1 Progress Monitoring assessment after completion of this unit - Unit 5, Lesson 5 Quick Check	Unit 6, Lesson 2 Quick Check		- Unit 6, Lesson 4 Quick Check - Students complete the <i>InferCabulary</i> Module 2 Expedition Pretest

* Each Orbit lesson includes a wealth of visuals accompanying new vocabulary words, providing strong instructional support for English Learners and all students; these specific visuals are not explicitly listed in the unit planner because they are embedded within every lesson.



DIRECT INSTRUCTION



QUICK CHECK



UNLOCK CURRENT UNIT



READING ARCADE



INFERCABULARY



EL RESOURCES



COMPREHENSION BOOST



VISUAL COMPREHENSION BOOST

Unit 8 Lesson 1

Vowel-Consonant-e Syllables

Phonics

Objectives

- To identify a Vowel-Consonant-e Syllable (VCe) as a syllable with one vowel followed by one consonant and a silent **e** with the first vowel typically spelling a long vowel sound.
- To accurately decode multisyllabic words with VCe Syllables with and without the *schwa* sound.
- To use the strategy of "flexing" vowel sounds to *schwa* to correctly pronounce words.
- To recognize six new Heart Words: **done, once, above, become, sometimes, and something**.

Teacher Materials

- Orbit Online and Teacher Dashboard
- Blank copy of Orbit Student Workbook 1

Student Materials

- SyllaBoards™ Kit
- Orbit Student Workbook 1
- InferCubulary and Reading Arcade
- Quick Check – printed and copied (Supply Room HQ)
- pencil
- Unit 8 Home Connection Letter – printed and copied (Supply Room HQ)

To access the accompanying Orbit Online activities for the included units, visit [ExploreOrbit.online](#).

UNIT 8 • LESSON 1 Phonics

What You Need to Know

Vowel-Consonant-e (VCe) Syllables

- Also known as "magic **e**" syllable patterns, VCe syllables contain long vowel phonemes spelled with a single letter, followed by a single consonant, and the vowel letter **e**. Examples of VCe syllables are found in **wake, whale, while, yoke, rude, and hare**. Every long vowel phoneme can be spelled with a VCe pattern, although spelling the long **e** phoneme with VCe is unusual.
- In the vowel-consonant-e spelling **y_e**, the letter **y** acts as the vowel to spell the long **i** sound. This occurs in a few words, such as **type, style, and enzyme**.
- When you use the Touch & Say routine to read a syllable with vowel-consonant-e, you should use two fingers from one hand to touch the vowel letter and the letter **e** at the same time.

Vowel-Consonant-e in Two-Syllable Words

- Vowel-consonant-e in multisyllabic words usually happens at the end of words, as in **mistake, escape, complete, inside, and sunrise**.
- When VCe occurs in the first syllable of a multisyllabic word, it is most likely a compound word and it spells a long vowel sound, such as **baseball, caveman, and lifeboat**.
- VCe syllables can also be found at the beginning of multisyllabic words if a suffix has been added to a VCe syllable, as in **pavement, careless, and graceful**.

Vowel Spellings

- In this lesson, the idea of "vowel spellings" is introduced. This helps students understand that not all vowel phonemes are spelled with just a single letter.

- This will continue to be important as vowel teams and *r*-controlled vowel spellings are introduced.

Vowel-Consonant-e Spelling Schwa

- Vowel-consonant-e sometimes spells *schwa* instead of a long vowel phoneme at the end of a multisyllabic word: **ive (passive), ace (palace), ice (service), age (suffrage), ate (legitimate), ie (fragile), ite (opposite), or ine (engine)**.
- Many of these spellings include a soft **c** or soft **g** phoneme. Students will review this in this lesson.
- When students encounter a multisyllabic word with the vowel-consonant-e pattern, they should first try to decode the word with a long vowel phoneme in the Vowel-Consonant-e Syllable. If the word does not sound familiar when pronounced with a long vowel, students should flex the vowel sound in the Vowel-Consonant-e Syllable to *schwa*.

UNIT 8 • LESSON 1 Phonics

Start Teaching Reading Multisyllabic VCe Syllable Words

1. State Objectives

OPEN Orbit Online to Unit 8, Lesson 1, Phonics.

START **CLICK TO DISPLAY** Objectives.

SAY:

- "At the end of today's lesson, you will be able to:
 - identify Vowel-Consonant-e Syllables by their pattern: a vowel, then a consonant, and finally an **e**, typically with a long vowel phoneme.
 - You'll hear me abbreviate, or shorten, the name to VCe Syllables.
 - read multisyllabic words with VCe Syllables.
 - "flex" vowel sounds to *schwa*.
 - recognize six new Heart Words.
- Let's start off by observing a new group of words."



Click to display the visual supports for the words in the Word Observatory.



If a student needs additional support with long vowels, the animation for Long Vowels is available in the Multilingual Supply Room in the eight languages under Instructional Animations> Vowels and Consonants.

Optional

2. Word Observatory

CLICK TO DISPLAY Word Observatory.

SAY "Take a moment to carefully observe these words: **drape, expire, handmade, lonely, website, volume, stride, online**. Look for things that all or a few of the words have in common. One example is that two of the words have one syllable."

ASK "What are other things some or all of these words have in common?"

- Possible answers include words that are verbs (**drape, expire, stride**), two-syllable words (**expire, handmade, lonely, website, volume, online**), words ending in the letter **e** (all words), or words that have a long i sound (**online, stride, website, expire**).
- Additional prompts: What do you notice about the vowels? Think about parts of speech. Are there any letters that made a sound you didn't expect?

SAY "The common feature of these words that we will focus on in this unit is they have VCe Syllables."

UNIT 8 • LESSON 1 Phonics

3. View Vowel-Consonant-E Syllables Animation

CLICK TO DISPLAY Vowel-Consonant-e Syllables.

SAY "Let's watch this animation to review Vowel-Consonant-e Syllables."

CLICK TO PLAY the animation.

4. Review Reading Longer Words With VCe Syllables

SAY "Let's review what we just learned."

ASK:

- "What kind of vowel phoneme do we expect to hear in a Closed Syllable?" (A: short)
- "What kind of vowel phoneme do we expect to hear in an Open Syllable?" (A: long)
- "What kind of vowel phoneme do we typically hear in a Vowel-Consonant-e Syllable?" (A: long)
- "What other phoneme can Vowel-Consonant-e spell if it is at the end of a multisyllabic word?" (A: *schwa*)
- "What is the hand signal for VCe Syllables?" (A: pointer and middle fingers up on one hand in a V; ASL for the letter V)

SAY "I'm going to show a word but please do not read it out loud if you know it."

CLICK TO DISPLAY Review: **obsolete**.

SAY "This is a word you may not have seen or heard before, but by asking our questions, we can read it accurately."

ASK "How many vowels are in this word?" (A: four)

CLICK TO UNDERLINE the four vowel letters.

ASK:

- "Are the vowels together or apart?" (A: apart)
- "Do you see a vowel-consonant-e (show the VCe hand signal)?" (A: yes)
- "Which two vowel letters work together in the vowel-consonant-e pattern to spell one phoneme?" (A: e and o)



Prompt students' responses by providing sentence frames. Example sentence frames to support responses to "ASK" prompts:

"The vowel is **_____** because it is in a **_____** syllable."

"The other vowel phoneme that a vowel-consonant-e pattern can spell is **_____**."



If EL students need a reminder of what long vowel phonemes are, show the *Multilingual Long Vowels* animation.



obsolete

obsolete

obsolete

UNIT 8 • LESSON 1
Phonics

ASK:

- "How many vowel spellings in this word?" (A: three)
- "How many syllables in this word?" (A: three)

SAY:

- "Remember when we see a vowel-consonant-e, the vowel and the letter **e** are in the same syllable and on the same *SyllaBoard*."
- This word has three syllables because there are three vowel spellings that are not next to each other.
- The **e**-consonant-**e** at the end of the word is one vowel spelling because the vowels work together to spell one phoneme."

CLICK TO ADD three *SyllaBoards*™ under the word **obsolete**.

CLICK TO ADD the **o** to the first board, the **o** to the second board, and the **ete** to the third board. (Remind students that the **ete** stays together on one board because it is a vowel-consonant-e spelling.)

CLICK TO ADD the remaining consonant letters to the boards.

EXPLAIN that each syllable has a vowel spelling. The first syllable is a Closed Syllable. The second syllable is an Open Syllable. The third syllable is a Vowel-Consonant-e Syllable.

ASK:

- "What kind of vowel phoneme do we expect to hear in the first syllable?" (A: short)
- "What kind of vowel phoneme do we expect to hear in the second syllable?" (A: long)
- "What kind of vowel phoneme do we expect to hear in the third syllable?" (A: long)

POINT TO and read each *SyllaBoard*™. /ɒb/ /sɒ/ /lɛt/.

SAY "We do have to flex the vowel phoneme in the middle syllable to *schwa* to hear the correct pronunciation, /ɒb/ /suh/ /lɛt/."

CLICK TO REVEAL the contextual image for **obsolete**.

SAY "Obsolete is an adjective meaning no longer made or used. For example: Typewriters are **obsolete** because people now use computers to write."

I DO prepackage

SAY "Let's look at another word. Please do not read the word aloud if you know it."

CLICK TO DISPLAY I Do: **prepackage**.

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UNIT 8 • LESSON 1
Phonics

SAY "I see four vowels in this word."

CLICK TO UNDERLINE the four vowels.

SAY "The vowels are all apart, and I see a vowel-consonant-e pattern at the end, **a**-consonant-**e**."

CLICK TO CONNECT the **a** and **e** with a curved line.

ASK "I see three vowel spellings, so how many syllables are there?" (A: three)

SAY:

- "Remember, when we see a vowel-consonant-e, the vowel and the letter **e** are in the same syllable and on the same *SyllaBoard*."
- This word has three syllables because there are three vowel spellings and they are not next to each other."

CLICK TO DISPLAY three *SyllaBoards*™ under the word **prepackage**.

SAY "First, we write a vowel spelling on each board. The VCe vowels stay together on one board."

CLICK TO ADD the **e** to the first board, the **a** to the second board, and the **age** to the third board. (Remind students that the **age** stays together on one board because it is a vowel-consonant-e spelling.)

SAY:

- "Next, we write the consonants. I see **p-r-e** at the beginning of this word, and I know that it is a prefix, so I'm going to just put those letters on the first board.
- That means that the **p** will go on the second board.
- And I'll keep the **c** and the **k** together because I know they are a digraph."

CLICK TO ADD the remaining consonant letters to the boards.

SAY "Each syllable has a vowel spelling. The first syllable is an Open Syllable. The second syllable is a Closed Syllable. The third syllable is a Vowel-Consonant-e Syllable."

SAY:

- "I expect to hear a long vowel phoneme in the first syllable because it's open.
- I expect to hear a short vowel phoneme in the second syllable because it's closed.
- And I expect to hear another long vowel phoneme in the last syllable because it's a vowel-consonant-e."

POINT TO and read each *SyllaBoard*™, mispronouncing the *schwa* sound in the final syllable as long **a** and the last sound as /g/. /prɛ/ /pæk/ /æg/.

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UNIT 8 • LESSON 1
Phonics

ASK "Does /prɛ/ /pæk/ /æg/ sound familiar?" (A: no)

SAY:

- "I will flex the final vowel sound to *schwa*, /prɛ/ /pæk/ /ihg/.
- It still doesn't sound totally familiar, but it sounds close to a word I know.
- Now I remember! When the letters **g** and **c** are followed by the letters **e**, **i**, or **y**, they spell their soft sounds: **g** spells /j/ and **c** spells /s/.
- So, this word should be pronounced /prɛ/ /pæk/ /ihj/."

CLICK TO REVEAL the contextual image for **prepackage**.

SAY "Prepackage means to pack something before selling or using it. For example: Let's prepackage some snack portions for our trip."

Optional

5. Word Sort

SAY "Now we are going to sort words in two groups. We will place words that have a Vowel-Consonant-e Syllable with a long vowel in one column and words that have a Vowel-Consonant-e Syllable with a *schwa* in a second column."

CLICK TO DISPLAY Word Sort. Read the headers: VCe (LONG VOWEL) and VCe (SCHWA).

CLICK TO REVEAL the word **satellite**.

SAY:

- "The first syllable in this word is a Closed Syllable with a short vowel, **sāt**. The second syllable is a Closed Syllable with a *schwa* phoneme, **uhl**, and the third syllable is a Vowel-Consonant-e, which usually has a long vowel phoneme, **ite**, /sāt/ /uhl/ /ilt/.
- If I flex the VCe syllable to make a *schwa* /uh/ or /ih/ sound, the pronunciation is /sāt/ /uhl/ /ilt/ or /sāt/ /uh/ /ilt/."

ASK "Which pronunciation is correct?" (A: the VCe long vowel pronunciation, /sāt/ /uhl/ /ilt/)

SAY "A **satellite** is a cosmic body orbiting another heavenly body of larger size or a man-made object or vehicle intended to orbit the earth, the moon, or another cosmic body."

CLICK TO MOVE the word **satellite** under the VCe (LONG VOWEL) heading.

CLICK TO REVEAL the word **intestine**.

SAY:

- "Look at the vowels and syllables in this word. There are two Closed

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UNIT 8 • LESSON 1
Phonics

Syllables, /in/ and /tɛs/, both with the expected short vowels sounds. The last syllable is a Vowel-Consonant-e Syllable, so I expect the long **i** sound, /tɛn/ /in/ /tɛs/ /tɛn/.

If I flex the VCe syllable to a *schwa* sound, the pronunciation is /in/ /tɛs/ /tɛn/ or /in/ /tɛs/ /tɛn/."

ASK "Which pronunciation is correct?" (A: the VCe *schwa* pronunciation, /in/ /tɛs/ /tɛn/)

SAY "The **intestine** is the tube-shaped part of our digestive system. In science, we learn about our organs, including the small intestine and the large intestine."

CLICK TO MOVE the word **intestine** under the VCe (SCHWA) heading.

CLICK TO REVEAL, read aloud, and then click to sort the remaining words.

ASK INDIVIDUAL STUDENTS to identify the number of vowels, if they are together or apart, and how many syllables the word has. (Answers are below the words in the table.)

Word Sort Answer Key	
VCe SPELLS LONG VOWEL	VCe SPELLS SCHWA
satellite VCe ite spells long i	intestine VCe spells <i>schwa</i>
miscalculate VCe ate spells long a	fragile VCe spells <i>schwa</i>
dispute VCe ute spells long u	*note the g is soft because it is immediately followed by an i
decode VCe ode spells long o	positive VCe spells <i>schwa</i>
	*note the i in the middle syllable also spells <i>schwa</i>
	practice VCe spells <i>schwa</i>
	*note the c is soft because it is immediately followed by an e

6. Read Real Words with VCe Syllables Using the Multisyllabic Word Reading Procedure

SAY:

- "Let's break down some words with VCe Syllables.
- Place your *SyllaBoards*™, dry erase marker, and eraser on your desk."

WE DO microwave

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Unit 8 • Passage

Reader 1: _____ Date: _____

Reader 2: _____

Words to Preview:

1. countries - areas of land with their own governments
2. palate - an individual's sense of taste

Point and Say Words: school, ingredients**Heart Words:** done, above, once, become, sometimes, something**The Latest Snack Craze****READER 1:**

Lately, in Jolene's small village, the only thing anyone could talk about was the latest snack craze—Flame Cakes!	14 19
"I heard it's a cupcake baked over an open flame with a campfire in the middle," said Jolene's friend Max as they walked to school.	35 44
"That doesn't sound safe," Jolene replied. "Is there a real flame inside?"	56
"Nope, just spicy lime glaze and hot chocolate. It's the ultimate combo!"	68
At school, their teacher, Ms. Olive, announced, "Today we'll explore snacks from a number of countries. We'll look at Chinese snacks, Japanese snacks, and more! Then, we'll invent our own snacks!"	80 93 99
After a bit of research, groups formed and got right to work.	111
<u>Someone</u> in Jolene's group said, "Let's make grape pancakes with a lemonade glaze!"	123 124
"Or limeade milkshakes with chocolate drizzle," added Nicole, licking her lips.	135
They all looked at Jolene, the best baker in class. "We could bake a massive pancake. Then we slice it like a cake, and serve it with tiny cups of sweet or sour dip, depending on your <u>palate</u> ! It would be a snack attack!" said Jolene.	150 168 181

READER 2:

Zeke, always polite, said, "Well <u>done</u> ! You're like a snack whiz!"	192
A huge smile appeared on Jolene's face.	199

Unit 8 • Passage

They put some ingredients in the microwave. "Be delicate! Don't keep it in too long," Jolene warned. "Stir gently or the glaze will <u>become</u> slime."	213 224
<u>Once</u> it was time to distribute their snacks, the line of kids was long. "Estimate how many slices we'll need," said Zeke.	240 246
"At least twenty. That should be adequate," Jolene said.	255
Soon, kids were dancing around, sipping limeade, and munching slices of pancake cake. Some were cheering, "Flame Cakes, take notice! Jolene's Snack Attack is here!"	266 277 280
Even Principal Duncan came by. "This is my favorite new treat! Imagine what you could make at the next bake sale!"	294 301
Jolene blushed. "Maybe <u>something</u> with olives next time?"	309
"Hmm... let's <i>not</i> go there," said Zeke with a grin.	319
And just like that, a new craze had begun. It didn't need flames, just imagination and the willingness to try new food.	334 341

READER 1	
Number of Words at Bracket	
Subtract: Number of Errors	-
Equals: Words Correct per Minute (WCPM)	=
Accuracy Percentage (WCPM / # of words at bracket)	%

READER 2	
Number of Words at Bracket	
Subtract: Number of Words at Subhead	-181
Equals: Number of Words Attempted	=
Subtract: Number of Errors	-
Equals: Words Correct per Minute (WCPM)	=
Accuracy Percentage (WCPM / # of words attempted)	%

Words with VCe Syllables:

★ _____	★ _____
☾ _____	☾ _____
🌐 _____	🌐 _____
★ _____	★ _____
☾ _____	☾ _____
🌐 _____	🌐 _____





Unit 9 Lesson 1

Bound Base vs. Free Base

Morphology

Objectives

- To explain the terms **free base** and **bound base** to identify the different structures of words.
- To interpret the meanings of unknown words with a bound base using context clues.
- To answer comprehension questions using definitions of words with bound bases.

Teacher Materials

- Orbit Online and the Teacher Dashboard
- Blank copy of Orbit Student Workbook 1

Student Materials

- Orbit Student Workbook 1
- InferCubulary and Reading Arcade
- Quick Check – printed and copied (Supply Room HQ)
- Unit 9 Home Connection Letter – printed and copied (Supply Room HQ)
- pencil

What You Need to Know

Free vs. Bound Base

- A **free base** can stand alone as a complete word; think *play* or *use*. In Lesson 1, students will focus on their knowledge of **free bases** to help them understand bound bases. In this unit students will begin to broaden their understanding of morphological structures to include morphemes that cannot stand alone. Having the foundation of **free bases** and common affixes, students will be more prepared to identify bases that need the addition of morphemes to create a real word.

- A **bound base** must be attached to another morpheme to form a real word; *struct* in *construct* and *spect* in *inspect* are common examples. **Bound bases** still contain their own meaning, but typically they will need to be combined with affixes or another base to be meaningful in context. In Lesson 1, students will learn the term **bound base** in comparison to free base so that they begin to distinguish the difference in text. Students will focus on a **bound base** before the discussion of word origin, so that the morphological structure of words becomes a complete foundation.



UNIT 9 • LESSON 1 Morphology

What You Need to Know

Roots & Word Origin

- English word **roots**, like bases, are the basic part of a word that hold the core meaning. We do not focus on this term until Unit 9 because it is important for students to understand the morphological structure of words first. In the modern English language, roots come from older languages (like Latin and Greek) and cannot be broken down into smaller parts of meaning. Some roots can stand alone as real words. These are **free base roots**, like *help* or *port*, while other roots appear within larger words. These are **bound base roots**, like *rupt* or *tract*. Roots are an essential part of a word's morphological structure. When teaching students about morphemes, identifying the root helps them determine the meaning of new or longer words and make connections to other known words. For example, when students know that *tract* means "to pull," they can start to figure out that *attract* means "to pull toward" and *subtract* means "to pull away." Beginning in Unit 9 students will have a deeper understanding of the morpheme layers, adding to the list of terms they know: **free base**, **bound base**, **root**, **prefix**, and **suffix**. This will help them to identify morphemes in text and make meaning of unknown words.

- English **word origins** derive from the Anglo-Saxon, Latin, Greek, Old English, and Old French languages. A **word origin** refers to the language and historical path a word has taken to become part of the modern English language. Knowing a word's origin can help students understand its spelling, pronunciation, meaning, and connection to other words. For example, the Latin root *dict* means "to say," and it appears in words like *predict*, *dictate*, and *verdict*. Teaching word origins doesn't mean teaching whole foreign languages. It means helping students recognize patterns across English words. This kind of instruction builds **etymological awareness** and supports vocabulary growth by showing that many words are part of larger word families. For young learners, this can be done through word exploration, root-focused word sorts, and

noticing how words with shared parts have related meanings. Students will be explicitly taught how word origin affects vocabulary they encounter and connections a root has to other words.

Latin Root port

- The Latin root **port** means to *carry*, and in many words refers to a *gate* or *door*. It is found in many English words that describe the act of moving or transporting something from one place to another. While **port** can be a real word on its own (it can be referred to as a free base root), in most cases, it functions as the root or base in longer words. For example, *transport* means "to carry across," *import* means "to carry in," and *export* means "to carry out." Words like *portable* and *porter* also come from this root. In Unit 9 students will be introduced and explicitly taught the meaning and origin of the root **port**. This root will be used as an example for the introduction to Latin roots.

MorphStories

- Beginning in Lesson 1, students will learn a new routine called *MorphStories*. A *MorphStory* is a short passage that uses the target morpheme throughout the text. Students will read, identify words with the target morpheme, interpret the meaning of each word, and highlight the context clues that helped them define each word. Students will employ skills that are used in cloze sentences, but they will also need to search for morphemes within text. This routine will mimic the process of reading independently and coming across unknown words. Students will be asked to interpret the meanings of words with a target base or root, but they may not always be familiar with the affixes in the word. This will require them to use context clues and themes within the text to explain new vocabulary.



UNIT 9 • LESSON 1 Morphology

Start Teaching

Bound Base vs. Free Base

1. State Objectives

OPEN Orbit Online to Unit 9, Lesson 1, Morphology.

CLICK TO DISPLAY Objectives.

SAY:

- "At the end of today's lesson, you will be able to:
 - explain the terms **free base** and **bound base** within the structure of words.
 - read a *MorphStory* and use context clues to interpret the meanings of unknown words.
 - answer comprehension questions that use the newly defined words."

2. Free Base vs. Bound Base

CLICK TO DISPLAY Free Base and Bound Base Animation Clip.

CLICK TO PLAY Free Base and Bound Base Animation Clip.

SAY "Open your workbook to page 86. In your own words write the definition of a **free base** and a **bound base** on the handwriting lines." (Allow students 2-3 minutes to write the definitions of the bases in their workbook. If students struggle with this task, move on to the questions below and write the definition of each as a whole class.)

ASK:

- "What is a **free base**?" (A: a morpheme that makes sense on its own)
- "What is a **bound base**?" (A: a morpheme that needs to join with other morphemes to make a real word)
- "In your own words, what is the difference between these types of morphemes?" (A: answers will vary; free bases can be real words and stand-alone, but a bound base will need other morphemes to be a real word)

CLICK TO DISPLAY Free Base and Bound Base Definitions.

SAY:

- "In the clip, we reviewed the definitions of the terms **free base** and **bound base**."

Free Base

Free bases are morphemes that make sense on their own.

Bound Base

Bound bases are morphemes that need to join with others to form a real word.



UNIT 9 • LESSON 1 Morphology

- We have learned about the morphological structure of words that include **free bases**.
- The words we have built, interpreted, and used in context have included **free bases** plus affixes.
- Starting in this lesson we will learn more about **bound bases** and how they are used in the morphological structure of words. (Allow students more time to add to the definitions of a free base and bound base in their workbook, if needed. Have them correct any mistakes if necessary.)

CLICK TO DISPLAY Exploring Words: Bound Bases.

SAY:

- "Take a moment to silently analyze the words in the list.
 - In the notes section of your workbook, write down the morphemes you recognize. (Allow students to analyze and take notes in their workbook.)
 - Let's start with the parts we may know. First, let's look at the affixes that are included in these words."

ASK "What affixes did you find in this list of words that we have learned in previous lessons?" (A: prefixes *re-*, *in-*, *con-*, *pro-*)

CLICK TO REVEAL the affixes.

SAY:

- "Notice that each of the words in this list includes an affix, except one in the second column. You recognized the prefixes *re-*, *in-*, *con-*, and *pro-*.
- This list includes some suffixes that we have not learned yet, including *i-o-n*, *i-b-l-e*, and *u-r-e*.
- Let's look at the bases in our word list."

ASK "What bases do you recognize in the word list?" (A: answers will vary; students' familiarity with bound bases will determine their answers; students may only recognize the words *pilot*, *auto*, and/or *port*)

CLICK TO REVEAL the bound bases.

SAY:

- "Every morpheme that has been underlined in this list of words is a **bound base**."
- Each **bound base** has its own meaning. When it is combined with the

UNIT 9 • LESSON 1 Morphology



Use simple, consistent gestures to reinforce abstract meanings of bound bases.

vis → point to eyes, then gesture "looking" outward
tele → stretch arms far apart to show "far away"
This supports meaning without adding verbal load.



Before beginning the sort, instruct students to separate each word in their workbook by syllables. For example, **re/play**.

ASK:

- "What are the words I have highlighted?" (A: vision and invisible)
- "What similarities do you notice about the words **vision** and **invisible**?" (A: they have the same bound base **vis**)

SAY:

- "The words **vision** and **invisible** use the same bound base **vis** /vɪz/.
- **Vis** is not a real word and needs the addition of the affixes **in-**, **-ion**, and **-ible** to become a real word.
- Even though **vis** cannot stand alone as a word, it does hold meaning like all morphemes. **Vis** is a bound base that means to see or having to do with seeing something."

ASK "Now that we know the meaning of the base, are you able to take a guess at what **vision** and **invisible** mean?" (A: answers will vary; discuss the meanings of the words **vision** and **invisible**; remind students that the prefix **in-** means *not*)

CLICK TO SHOW the word list.

ASK "What other word in this list uses the bound base **vis**?" (A: television)

CLICK TO REVEAL the word **television**.

SAY:

- "This word teaches us more about bases.
- In the word **television**, there are two bound bases and one affix.
- The first bound base we recognized is the base **vis**. The second bound base is **t-e-l-e** /tɛləv/.
The bound base **tele** means *far off* or *something operating from a distance*.
- This bound base has been added to the word **vision** to change it to mean the *act of seeing something from far off*.
- The word **television** shows us that we can bring together multiple bases to make a completely different word with a new meaning."

3. Free vs. Bound Base Sort

CLICK TO DISPLAY Free vs. Bound Base Sort.

DO **replay**

SAY:

- "Now we will do a word sort to practice identifying **free** and **bound bases**.

UNIT 9 • LESSON 1 Morphology

- You will see different types of words on the screen.
- This will include words with a **free base** and words with a **bound base**.
- Look for the parts you recognize, then decide if the word includes a **free** or **bound base**."

CLICK TO SHOW the first word **replay**.

SAY:

- "This is the word **replay**.
- **Play** is a **free base** because it can stand alone. **Re-** is the affix that has been added to the base to make a new word.
- **Play** does not need the prefix **re-** to be a real word, so we will place it in the **Free Base** category."

CLICK TO REVEAL that **replay** is a **Free Base**.

WE DO **reject**

SAY:

- "Go to the Free vs. Bound Base Sort on page 86 of your workbook.
- Let's do one together.
- When the word appears at the bottom of the screen, silently read the word and use your finger in front of your chest to point to the left side for **Free Base** or to the right side for **Bound Base**.
- Then you will mark the answer in your workbook."

CLICK TO SHOW the next word **reject**.

ASK "What is the new word?" (A: reject)

SAY "If something is a **reject** it is *not wanted* or *is refused*."

ASK "Does the word **reject** include a free base or a bound base?" (A: bound base)

PAUSE to allow students time to indicate their answer.

CLICK TO REVEAL **reject** in the **Bound Base** column.

PAUSE to allow students to mark the correct answer in their workbook and underline the base.

ASK INDIVIDUAL STUDENTS to explain how they know their answer.

SAY "**Reject** has the bound base **ject** /jɛkt/. It needs the prefix **re-** to make it the real word **reject**."

UNIT 9 • LESSON 1 Morphology

SAY:

- "After you have identified all the words with the target morpheme, the next expectation will be to find the meaning of each word.
- This expectation is like when we complete a cloze sentence.
- When we complete a cloze sentence, we identify the context clues in the sentence to help us choose the correct words.
- Now we will underline the context clues in the passage to help us make meaning of the words with the target morpheme."

CLICK TO FINISH the third expectation.

SAY:

- "Finding and underlining the context clues will help you make a personal definition for each word with the target morpheme.
- Move to the passage on page 87 of your workbook. We will work together to complete the expectations for the first *MorphStory*."

CLICK TO DISPLAY MorphStory Paragraph 1.

SAY:

- "The *MorphStory* we will read in this lesson includes three bound bases shown in the Morpheme Bank.
- Look at the Morpheme Bank in your workbook. I will read the bound base, and you will tell me what it means.
- The first bound base is **d-i-c-t** /dɪkt/."

ASK "What does the bound base **dict** mean?" (A: to say)

SAY:

- "The bound base **dict** means to say.
- We hear this base in the words **dictionary** and **indicate**.
- The next bound base is **t-r-a-c-t** /trækt/."

ASK "What does the bound base **tract** mean?" (A: to drag or pull)

SAY:

- "The bound base **tract** means to drag or pull.
- We hear this base in the words **tractor** and **subtract**.
- The final bound base in your Morpheme Bank is **f-e-r** /fɛr/."

ASK "What does the bound base **fer** mean?" (A: to carry or bring)

SAY:

- "The bound base **fer** means to carry or bring.

YOU DO

SAY:

- "Now it is your turn to identify **free** and **bound bases**.
- First, you will identify the base in the word by underlining it.
- Then you will mark the correct column for **Free Base** or **Bound Base**.
- Once you have finished, we will check our answers."

Free vs Bound Base Sort Answer Key

	Free Base	Bound Base
1. <u>reject</u>		✓
2. <u>predict</u>		✓
3. <u>kindness</u>	✓	
4. <u>construct</u>		✓
5. <u>hopeful</u>	✓	
6. <u>runner</u>	✓	
7. <u>except</u>		✓
8. <u>disrupt</u>		✓
9. <u>dislike</u>	✓	
10. <u>limitless</u>	✓	

CLICK TO REVEAL the answers one at a time. (Discuss any misconceptions and allow students to correct any mistakes if necessary.)

4. MorphStory

CLICK TO DISPLAY MorphStory Expectations.

SAY "Now that we know a little bit more about **bound bases**, we will use that knowledge to practice a new routine."

CLICK TO SHOW the first expectation.

SAY "This routine is called *MorphStories*. A *MorphStory* is a short passage that we will read as a group or independently."

CLICK TO SHOW the second expectation.

SAY "Once we have read the passage, we will then identify a target morpheme. You will take your time to read the passage a second time, but this time as you read, you will look for words that use that specific morpheme."

CLICK TO SHOW the third expectation.



Add TPR as each bound base is introduced (**dict**, **tract**, **fer**). Pair the meaning with a simple, consistent gesture, for example:
dict- tap mouth,
tract- pull motion,
fer- carry motion

Unit 9 • Lesson 1 • **MorphStory****Morpheme Bank****dict:** to say**tract:** to drag or pull**fer:** to carry or bring**A World of Snacks**

Snacks around the world are not always alike. In some places, people transfer food by bike or cart to sell on crowded streets. Sellers may provide small dishes that are easy to carry, like rice balls in Japan or roasted corn in Kenya.

Before they sell, some sellers predict which snacks will be the most popular and start cooking early. Recipes are often passed down by older family members who decide each step to make sure it turns out just right.

Some snacks are made using special tools that help extract juice or oil from fruits and seeds. In markets, bright colors and sweet smells help to interest hungry shoppers who stop for a quick bite. Trying snacks from all over the world is a fun way to learn about other cultures. No matter where you go, someone is ready with a warm smile and a tasty treat they're proud to share.

★ _____
☾
🌍 _____
.....

★ _____
☾
🌍 _____
.....

★ _____
☾
🌍 _____
.....





Unit 6 Lesson 4

Semantic Reasoning and "Snacks Around the World" Cloze & Questions

Vocabulary & Language

Objectives

- To use semantically related words to build a definition.
- To differentiate between statements and questions.
- To use semantic links, parts of speech, and word meanings to find missing words in a cloze passage.
- To ask and answer questions while reading an informational article to support and demonstrate comprehension.
- To use semantic links to find related words.

Teacher Materials

- Orbit Online and Teacher Dashboard
- Blank copy of Orbit Student Workbook 1

Student Materials

- Orbit Student Workbook 1
- InferCabulary and Reading Arcade
- Quick Check – printed and copied (Supply Room HQ)
- pencil
- SyllaBoards™ Kit OR blank sheet of paper OR 3x5 cards

UNIT 6 • LESSON 4 Vocabulary & Language

Start Teaching

Semantic Reasoning and "Snacks Around the World" Cloze & Questions

Intervention Support

Phonics Warm-Up

SAY:

- "For our phonics warm-up today, we'll spell a few contractions.
- The first contraction is made up of the words **let** and **us**; it is **let's**.
- Let's** has just one syllable."

WRITE one line on the board in a row.

SAY "The first part of the contraction is /lēt/, and that is spelled **l-e-t**."

WRITE **l-e-t** on the line.

SAY "The second part of the contraction is /s/ from the word **us**. To contract the word **us**, we just remove the vowel and keep the **s**."

WRITE **s** on the line.

SAY "This is a correctly spelled word, but it is not a contraction yet. If we write **lets** without an apostrophe, it means the same thing as the word **allows**, as in 'Our teacher **lets** us stand at our desks sometimes.' If we want to use **let's** to mean **let us** as in 'Let's go to the mall,' then we need an apostrophe to show that it is a contraction."

ADD an apostrophe between **let** and **s**.

SAY:

- "It's your turn to spell two more contractions.
- Get out your SyllaBoards™." (Students may also write on notecards or on a sheet of paper.)

GROUP students in pairs, or by desk/table group.

SAY:

- "With your partner(s), listen to each word, get out the correct number of boards, and spell the word one word part at a time.
- After, I will be asking for students to come up to:
 - write the correct number of lines,
 - spell each word part, including the apostrophe, and

UNIT 6 • LESSON 4 Vocabulary & Language

Phonics Warm-Up
Answer Key
did not → did | n't
we will → we'll

– read the word correctly."

DICTATE the following contractions, one at a time, and repeat as necessary as students follow the above process with their partner: **did not** → **didn't** and **we will** → **we'll**.

STUDENTS WORK with their partner(s) and then participate in spelling the words on the board.

1. State Objectives

OPEN Orbit Online to Unit 6, Lesson 4, Vocabulary.

START CLICK TO DISPLAY Objectives.

SAY:

- "At the end of today's lesson, you will be able to:
 - use related words to build a definition.
 - tell the difference between a statement and a question.
 - use semantic links, word classes, and your knowledge of vocabulary words to find the missing words in an informational article.
 - ask and answer questions about an informational article."

2. Word Work With Definition – Morsel

CLICK TO DISPLAY Review Morsel.

SAY "The other day we studied the word **morsel**. (Click to highlight pictures and captions.) We also collected many related words based on their semantic links to the word **morsel**. (Click to highlight the icons and related words.)

CLICK TO DISPLAY Building a Definition Step One.

SAY "We have also learned how to build a definition. We already completed step one when we used semantic links to help us find the words related to **morsel**. (Click to reveal words and icons.)

CLICK TO DISPLAY Building a Definition Step Two.

SAY "We will practice step two by putting these words into sentences." (Click to reveal sentences about morsel.)

CLICK TO DISPLAY Building a Definition Step Three.

SAY "Step three is your chance to choose which words to keep in your definition and which to cross out. You can also add related words not used in our semantic work. I thought of **morsel** as the opposite of **chunk**. (Click to reveal opposite icon and phrase.)

UNIT 6 • LESSON 4 Vocabulary & Language

CLICK TO DISPLAY Building a Definition Step Four.

SAY "Finally, we will use a sentence frame to help us build the final definition."

CLICK TO DISPLAY Semantic Links Checklist.

STUDENTS OPEN their workbooks to page 60, Word Work Worksheet – Morsel.

SAY:

- "This Semantic Links Checklist includes all the links we have learned and their phrases. Here is where we will add some of the related words we found. There were a few different descriptive words. I chose **tiny** because I felt it was the most descriptive. (Click to add words.)
- A good definition includes either a category or example **and** three other semantically related words. It is okay if I have an extra word or two, like **chunk**, but when I am done, I should have all four boxes checked off." (Click to add checkmarks.)

CLICK TO DISPLAY Building a Definition.

SAY "When I put it all together, this is what it will look like."

READ "A morsel is a type of food. A morsel is tiny and we can nibble it. A morsel means the same as **piece** and the opposite of **chunk**."

SAY:

- "Now I can get rid of the words that are used too many times, like 'A morsel.' (Click to show strikeouts.)
- I can also add new words. (Click to show the words that and it.)
- Then I will rewrite my final definition." (Click to show the final definition.)

CLICK TO DISPLAY Now It Is Your Turn.

SAY "Now it is your turn to take the words we collected from the semantic reasoning activity and use your Semantic Links Checklist to build your own definition."

Give students five minutes to complete the activity. Circulate the room and provide support as needed. When students are finished, assign partners.

SAY "Turn to your partner and read your definition to them."

Intervention Support

3. Sentence Work – Statements and Questions

CLICK TO DISPLAY Two Types of Sentences.

Click the Comprehension Boost icon to display the visual supports for statement and question.

UNIT 6 • LESSON 4
Vocabulary & Language

SAY:

- "Today, we are going to learn the difference between two types of sentences: statements and questions."
- A **statement** is when you tell someone something in a neutral, non-emotional way. It ends in a period. For example, "An apple tastes sweet."

CLICK TO ADD example.

SAY:

- "The job of a statement is to share information or state a fact."
- A question is when you ask something. It ends in a question mark. For example, "What does an apple taste like?"

CLICK TO ADD example.

SAY:

- "The job of a question is to ask something."
- Questions often begin with the words **who, what, when, where, and why**. They can also begin with other words, including **do** in "Do you like oranges?" and **would** in "Would you like a napkin?"

CLICK TO DISPLAY Question or Statement?

SAY:

- "Now let's look at examples of statements and questions and see if we can identify what type they are and give them the correct punctuation."
- First, we read the sentence and ask (**point to the question** "What is the purpose of this sentence?"), "Is the purpose of this sentence to ask something or to share information?"
- If the purpose is to share information (**point to the boxes on the right**), we punctuate it with a period and label the sentence with an S for **statement**.
- If the purpose is to ask something (**point to the boxes on the left**), we punctuate it with a question mark and label the sentence with a Q for **question**."

CLICK TO DISPLAY Identify Statements and Questions.

STUDENTS OPEN their workbooks to page 61, Statements and Questions.

CALL ON student volunteers to read each sentence aloud. Use the provided routine and answer key to guide students through the activity.

CLICK TO ADD each label and punctuation mark.

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UNIT 6 • LESSON 4
Vocabulary & Language

Statements and Questions Answer Key

- statement, period
- question, question mark
- question, question mark
- statement, period

Sort the Words Answer Key

- bamboo - thing
- bitter - description
- carnivals - place
- chewy - description
- devour - action
- ingredients - thing
- sniffle - action
- savory - description
- texture - thing
- utensils - thing

ASK:

- "What is the purpose of this sentence?"
- "Which punctuation mark does this sentence need?"
- "What kind of sentence is this?"

4. Cloze and Questions: "Snacks Around the World"

CLICK TO DISPLAY Word Classes.

SAY "Before we read the paragraph and fill in the blanks, let's review the different types of words that are used to build a sentence."

ASK:

- "What type of word do we use to show the subject of a sentence?" (A: a person, place, or thing; called a noun)
- "What type of word do we use to show the action of a sentence?" (A: an action or being verb) (**Click to add the verb words and images.**)

SAY:

- "A verb can show visible actions, like **hopping**, or invisible ones, like **hoping**. Some verbs show a state of being, like **is** in "The rabbit is soft." Other verbs show possession, like **has** in "The rabbit has an apple." (**Click to add the adjective words and image.**)
- Adjectives are another word class. They describe nouns and were used in our object-description links."

CLICK TO DISPLAY Sort the Words.

SAY "Now let's sort our vocabulary words by their word type. Knowing what each word does in a sentence will help us choose the right words to fill in the blanks."

CALL ON a student to read the first word.

ASK "Is **bamboo** a thing, an action, or a description?" (A: it is a thing) (**Click to move the word bamboo to the person, place, thing column.**)

REPEAT THIS ROUTINE with the remaining vocabulary words in the list. Use the provided answer key to support students.

CLICK TO MOVE each word to the correct column.

CLICK TO DISPLAY Read: "Snacks Around the World."

STUDENTS OPEN their workbooks to pages 53-54, Vocabulary Passage - "Snacks Around the World."

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UNIT 6 • LESSON 4
Vocabulary & Language

Use movements for "person" (point to yourself or someone else), "place" (point around the room), and "thing" (pretend to hold an object); "action" (pretend to use a hammer to bang something); and "description" (pinch your shirt between your fingers and rub them together to feel the fabric).

Curricular Crossover!

This cloze procedure can be used in any subject by taking an excerpt from a course text and strategically omitting words, allowing students to engage in close reading, utilize contextual clues, and apply their knowledge of word class and vocabulary to determine the missing words. Students should follow these steps:

1. Identify the word class needed to fill the blank (who or what, action, or description).
2. Look for related words in the text that are semantically related to the missing word.
3. Test potential words by considering their definition and whether they fit the meaning and grammatical structure of the sentence.

SAY:

- "Let's use the word bank and what we have learned about semantic links and word classes to fill in the blanks."
- I will read the paragraph first as you follow along." (Read the paragraph aloud as students follow along.)

CLICK TO DISPLAY Fill In the Blanks.

SAY "Let's look at the sentence that is missing a word: 'Each country has its own favorite treats which contain ____ that are easy to find there.'"

ASK "Do we need a person, place, or thing; an action; or a description to fill in the blank?" (A: a thing)

CLICK TO HIGHLIGHT the **things** in the word bank.

SAY "Now that we know we are looking for a thing, we can use semantic links to help us. Let's look for related words."

ASK "What clue words can help us find the missing word?" (A: treats and contain)

CLICK TO UNDERLINE the words **treats** and **contain**. Direct students to underline these words in their workbooks.

ASK "What do treats contain?" (A: ingredients)

CLICK TO ADD the object and materials icons and to add **ingredients** to the blank.

SAY:

- "Yes! 'Each country has its own favorite treats which contain ingredients that are easy to find there.' Write **ingredients** in the blank."
- We just used the object-materials semantic links to help us find the missing word.
- Now let's look at another clue we can use to help us find missing words."

ASK "What have you learned about the word **ingredient**?" (A: it is an item that is used to create food)

SAY:

- "Another strategy to finding a missing word is to fill in the blank with the definition of a word that we think might fit."
- Let's plug the definition of **ingredient** into the sentence: 'Each country has its own favorite treats which contain items used to create food that are easy to find there.'"

ASK "Does this definition fit the meaning of the sentence? And, is this true?" (A: yes, this definition fits the meaning)

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UNIT 6 • LESSON 4
Vocabulary & Language

SAY "This strategy can also help us to eliminate words that do not work in the blank."

ASK "Let's try this with the word **utensil**. What have you learned about the word **utensil**?" (A: it is a type of tool you can hold with your hand, often used in the kitchen)

SAY "Let's plug the definition of **utensil** into the sentence: 'Each country has its own favorite treats which contain a tool often used in the kitchen that are easy to find there.'"

ASK "Can treats that people eat be made from tools used in the kitchen?" (A: no, people cannot eat treats made from tools)

SAY:

- "So, we know that **utensil** is not the missing word."
- Sometimes it's hard to tell if the missing word is a person, place, or thing; an action; or a describing word. One way to help is by plugging in the meaning of a word to figure out what type of word is needed."
- Let's try this with the action word **devour**: 'Each country has its own favorite treats which contain to eat large amounts quickly that are easy to find there.'"

ASK "Why doesn't the word **devour** go in the blank?" (A: because it shows action; a thing is needed to fill in the blank)

SAY "Yes! Word class, semantic links, and definitions are excellent strategies we can use to help us find missing words."

CLICK TO DISPLAY Right There Questions: Where.

SAY:

- "We are going to take a quick break to talk about Right There questions using this sentence: 'Lexie played at the park after school.'"
- (**Click to add** icons.) **Lexie** is the person or character, **played** is the action, **park** is the location, and **after school** is the time, or event."
- Semantic links can also help us create and answer Right There questions."
- Here is the question: 'Where did Lexie go?' (**Click to add** question and explanation.)
- **Where** is asking for information about location. (**Click to add** location icon.)
- If we go back to the sentence and look for the location icon, we find the answer to our question. (**Click to reveal** the answer.)
- Lexie went to the park. The answer to a Right There question can be found in one spot in the text you read. You can point to the answer."

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Unit 6 • Lesson 4

Word Work Worksheet - Morsel

☐	is a type of _____.	
	is the category for things like _____ and _____.	
☐ ☐ ☐	is/can be a part of _____.	
	has _____.	
	is/looks/smells/sounds/feels/tastes _____. describes _____.	
	can _____. We can _____ it.	
	is found in/on/near _____. is where _____ can be found.	
	is made of (contains) _____. is used to make _____.	
	means the same or almost the same as _____.	
	means the opposite of _____.	



Orbit as Morphology & Vocabulary Intervention Scope and Sequence

Module 1	
WEEK FOCUS	MODULE FOCUS
WEEK 1 (UNITS 1-2) MORPHOLOGY - Identify a base and explain how it helps form new words - Understand and identify affixes and how they change word meaning - Distinguish between syllables and morphemes in compound and multisyllabic words	VOCABULARY & LANGUAGE 1. Content – What Words Will We Encounter? - Engagement and acquisition of 50 Tier 2 words related to the ideas of agriculture 2. Semantic Awareness – How Will We Learn These Words? - Observe how the semantic reasoning process is used to determine meaning - Observe how words can be related through semantic links - Sort and classify vocabulary based on semantic links (e.g., action, description, part, whole, category, example, composition, synonyms, and antonyms) - Select semantically related vocabulary from structured word fields with teacher guidance - Explain how words are related using sentence frames and visual supports 3. Word Knowledge – How Do Words Work? - Not yet introduced 4. Sentence Construction – How Are Sentences Built? How Do We Use Words to Express Meaning? - Identify the subject and predicate as the basic elements of sentence structure - Recognize sentence fragments that are missing a subject or predicate - Revise fragments to form complete, grammatically correct sentences - Manipulate and arrange sentence parts (subject, predicate, modifiers) to form clear and coherent sentences - Model the composition of original sentences that reflect understanding of both structure and meaning - Demonstrate sentence-level comprehension by rearranging words and phrases meaningfully - Distinguish between statements and questions using punctuation and purpose - Identify and revise statements and questions through guided and independent practice 5. Comprehension and Text Evidence – How Does Knowledge of Word Meaning Support Comprehension with Recall, Inference, and Expression? - Use knowledge of semantically related words to locate and cite explicit information in a text to ask and answer literal questions 6. Generalization and Collaboration – How Can We Use These Words on Our Own? - Engage in peer discussions about target vocabulary by completing the Pick Two activity with teacher modeling and structured support - Identify and use important classroom communication skills to support collaborative interactions
WEEK 2 (UNITS 2-3) MORPHOLOGY - Analyze word structure using knowledge of prefixes, suffixes, and bases - Read and define words with common suffixes: -ment, -ness, -y	
WEEK 3 (UNITS 3-5) MORPHOLOGY - Analyze word structure using knowledge of prefixes, suffixes, and bases - Read and define words with common prefixes: un-, dis-, in-, im- - Read and define words with common suffixes: -ful, -less, -ly	
WEEK 4 (UNIT 5) MORPHOLOGY - Read and define words with common prefixes: pre-, re- - Read and define words with common suffixes: -ful, -less, -ly - Define prefixes and suffixes and explain their meanings in context	
WEEK 5 (UNITS 5-6) MORPHOLOGY - Read and define words with common prefixes and suffixes - Define prefixes and suffixes and explain their meanings in context	

This alternative scope and sequence offers a focused, one-year intervention in vocabulary and morphology for students in Grades 3 and up.



ORBIT AS MORPHOLOGY & VOCABULARY INTERVENTION SCOPE AND SEQUENCE

Module 2	
WEEK FOCUS	MODULE FOCUS
WEEK 6 (UNIT 7) MORPHOLOGY - Apply spelling changes related to suffix addition (isolation and text) - Explore the meanings of prefixes: con-, pro- - Decode and encode words with prefixes and suffixes	VOCABULARY & LANGUAGE 1. Content – What Words Will We Encounter? - Engagement with and acquisition of 50 Tier 2 words related to snacking and descriptive qualities - Recognize the impact of the affix pro- and the root port on meaning 2. Semantic Awareness – How Will We Learn These Words? - Review previously learned semantic links - Connect words using relationships such as object-action, object-description, part-whole, example-category, synonym, antonym, and object-materials 3. Word Knowledge – How Do Words Work? - Interpret multiple meaning words using the context provided by semantically related words - Evaluate shades of meaning to choose best-fit synonyms - Combine knowledge of phonics, morphology, and semantically related words to develop deep understanding of a word's meaning by completing a Vocabulary Venture 4. Sentence Construction – How Are Sentences Built? How Do We Use Words to Express Meaning? - Use semantically related words to build a definition - Use question words and semantically related words to formulate a literal question - Use knowledge of question words and semantically related words to formulate a complete sentence response 5. Comprehension and Text Evidence – How Does Knowledge of Word Meaning Support Comprehension with Recall, Inference, and Expression? - Use knowledge of semantically related words to locate and cite explicit information in a text to ask and answer Right There questions 6. Generalization and Collaboration – How Can We Use These Words on Our Own? - Engage in peer discussions about target vocabulary by completing the Pick Two activity with structured support - Use newly acquired vocabulary to ask and answer Would You Rather questions with teacher modeling and highly scaffolded support - Practice and apply classroom communication skills to support collaborative interactions
WEEK 7 (UNITS 7-8) MORPHOLOGY - Apply spelling changes related to suffix addition (isolation and text) - Decode and encode words with prefixes and suffixes	
WEEK 8 (UNIT 9) MORPHOLOGY - Differentiate between a free base and a bound base - Identify bound bases in complex words - Explore the Latin root: port (carry)	
WEEK 9 (UNIT 9) MORPHOLOGY - Differentiate between a free base and a bound base - Identify bound bases in complex words - Explore the Latin root: port (carry)	



ORBIT AS MORPHOLOGY & VOCABULARY INTERVENTION SCOPE AND SEQUENCE

Module 3	
WEEK FOCUS	MODULE FOCUS
WEEK 10 (UNITS 10-11) MORPHOLOGY Explore the meanings of prefixes: en-, em-	VOCABULARY & LANGUAGE 1. Content – What Words Will We Encounter? - Engagement with and acquisition of 50 Tier 2 words related to Trickster Tales - Recognize the impact of the roots spect and vis on meaning 2. Semantic Reasoning – How Will We Learn These Words? - Use knowledge of semantically related words to infer and learn the meaning of words in <i>InferCabulary</i> 3. Word Knowledge – How Do Words Work? - Interpret multiple meaning words using the context provided by semantically related words - Evaluate shades of meaning to choose best-fit synonyms - Combine knowledge of phonics, morphology, and semantically related words to develop deep understanding of a word's meaning by completing a Vocabulary Venture 4. Sentence Construction – How Are Sentences Built? How Do We Use Words to Express Meaning? - Complete Cloze Procedure with faded support - Create a Destination Sentence during the Vocabulary Venture activity 5. Comprehension and Text Evidence – How Does Knowledge of Word Meaning Support Comprehension with Recall, Inference, and Expression? - Use knowledge of semantically related words to locate and cite explicit information in a text to answer Think and Search questions 6. Generalization and Collaboration – How Can We Use These Words on Our Own? - Engage in peer discussions about target vocabulary by completing the Pick Two activity with minimal support - Use newly acquired vocabulary to ask and answer Would You Rather questions with scaffolded support - Practice and apply classroom communication skills to support collaborative interactions
WEEK 11 (UNIT 11) MORPHOLOGY - Explore the meanings of prefix: ex- - Define and apply the suffix: -ic	
WEEK 12 (UNITS 11-12) MORPHOLOGY Explore Greek combining form: magos (magic, power)	
WEEK 13 (UNITS 12-13) MORPHOLOGY - Use context clues to determine the meaning of Latin roots in text - Analyze how roots contribute to word meaning and usage - Explore Latin roots: vis and spect	



ORBIT AS MORPHOLOGY & VOCABULARY INTERVENTION SCOPE AND SEQUENCE

Module 4	
WEEK FOCUS	MODULE FOCUS
WEEK 14 (UNIT 13) MORPHOLOGY - Use context clues to determine the meaning of Greek combining forms and Latin roots in text - Analyze how roots and combining forms contribute to word meaning and usage - Explore Latin roots: vis and spect - Explore Greek combining form: scope	VOCABULARY & LANGUAGE 1. Content – What Words Will We Encounter? - Engagement with and acquisition of words related to nature and well-being - Recognize the impact of the prefix inter-, suffix -al, and Latin root aqua on usage and meaning 2. Semantic Reasoning – How Will We Learn These Words? - Use knowledge of semantically related words to infer and learn the meaning of words in <i>InferCabulary</i> - Verify meaning with multiple strategies (e.g., background knowledge, morphology, substitution) 3. Word Knowledge – How Do Words Work? - Observe and practice analogical reasoning - Recognize and complete analogies based on semantic relationships (e.g., action, description, part, whole, category, example, composition, synonyms, and antonyms) - Combine knowledge of phonics, morphology, and semantically related words to develop deep understanding of a word's meaning by completing a Vocabulary Venture with fading support 4. Sentence Construction – How Are Sentences Built? How Do We Use Words to Express Meaning? - Complete Cloze Procedure with minimal support - Complete analogical sentences with templated support - Explain figurative expressions with templated support 5. Comprehension and Text Evidence – How Does Knowledge of Word Meaning Support Comprehension with Recall, Inference, and Expression? - Use knowledge of semantically related words paired with prior knowledge to locate related information in a text to find support for Text and Me questions 6. Generalization and Collaboration – How Can We Use These Words on Our Own? - Engage in peer discussions about target vocabulary by completing the Pick Two activity with minimal support - Use newly acquired vocabulary to ask and answer Would You Rather questions with minimal support - Practice and apply classroom communication skills to support collaborative interactions
WEEK 15 (UNITS 14-15) MORPHOLOGY Explore the meanings of prefixes: trans-, inter-, over-	
WEEK 16 (UNIT 15) MORPHOLOGY Define and apply the suffix: -al	
WEEK 17 (UNITS 15-16) MORPHOLOGY Explore Greek combining form and Latin root: bio (life), aqua (water)	
WEEK 18 (UNITS 16-17) MORPHOLOGY Explore the meanings of prefixes: sub-, super-, and sur-	
WEEK 19 (UNIT 17) MORPHOLOGY - Identify and define high-utility prefixes, suffixes, and roots in a cumulative review - Explore the Greek combining form: auto (self)	



ORBIT AS MORPHOLOGY & VOCABULARY INTERVENTION SCOPE AND SEQUENCE

Module 5	
WEEK FOCUS	MODULE FOCUS
WEEK 20 (UNITS 18-19) MORPHOLOGY Explore the meanings of suffixes: -able, -ible	VOCABULARY & LANGUAGE 1. Content – What Words Will We Encounter? - Engagement with and acquisition of words related to exploration and character qualities - Recognize the impact of the Latin roots struct and meter on meaning 2. Semantic Reasoning – How Will We Learn These Words? - Use knowledge of semantically related words to infer and learn the meaning of words in <i>InferCabulary</i> - Verify meaning with multiple strategies (e.g., background knowledge, morphology, substitution) 3. Word Knowledge – How Do Words Work? - Observe analogical reasoning - Complete analogies based on semantic relationships (e.g., action, description, part, whole, category, example, composition, synonyms, and antonyms) - Combine knowledge of phonics, morphology, and semantically related words to develop deep understanding of a word's meaning by completing a Vocabulary Venture with fading support 4. Sentence Construction – How Are Sentences Built? How Do We Use Words to Express Meaning? - Complete Cloze Procedure with minimal support - Use the conjunctions because, but, and so to expand sentences and connect ideas within a sentence using specific meaning relationships 5. Comprehension and Text Evidence – How Does Knowledge of Word Meaning Support Comprehension with Recall, Inference, and Expression? - Use knowledge of semantically related words paired with prior knowledge to answer inferential questions that combine textual evidence with personal understanding - Support answers by connecting information across sentences and ideas 6. Generalization and Collaboration – How Can We Use These Words on Our Own? - Engage in peer discussions about target vocabulary by completing the Pick Two activity independently - Use newly acquired vocabulary to ask and answer Would You Rather questions with minimal support - Practice and apply classroom communication skills to support collaborative interactions
WEEK 21 (UNITS 19-20) MORPHOLOGY - Use knowledge of combining forms and roots to infer word meanings in context - Explore the Latin root and Greek combining form: struct (build), meter (measure)	
WEEK 22 (UNITS 20-21) MORPHOLOGY - Explore the Greek combining form: graph (write) - Explore the Latin roots: script/scrib (write) - Use knowledge of combining forms and roots to infer word meanings in context	
WEEK 23 (UNITS 21-22) MORPHOLOGY Use knowledge of combining forms and roots to infer word meanings in context	



ORBIT AS MORPHOLOGY & VOCABULARY INTERVENTION SCOPE AND SEQUENCE

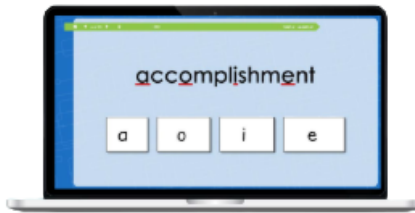
Module 6	
WEEK FOCUS	MODULE FOCUS
WEEK 24 (UNITS 22-23) MORPHOLOGY - Analyze and define words with common suffixes - Explore the suffixes: -ous/-ious/-cious, -ion/-tion/-sion	VOCABULARY & LANGUAGE 1. Content – What Words Will We Encounter? - Engagement with and acquisition of words related to bioluminescence and scientific comparison - Recognize the impact of the Latin roots rupt and cept on meaning 2. Semantic Reasoning – How Will We Learn These Words? - Use knowledge of semantically related words to infer and learn the meaning of words in <i>InferCabulary</i> - Verify meaning with multiple strategies (e.g., background knowledge, morphology, substitution)
WEEK 25 (UNITS 23-25) MORPHOLOGY - Analyze and define words with common suffixes - Explore the suffixes: -ure/-ture/-sure - Explore the Latin roots: cept (take/receive), rupt (break)	3. Word Knowledge – How Do Words Work? - Practice analogical reasoning - Complete analogies based on semantic relationships (e.g., action, description, part, whole, category, example, composition, synonyms, and antonyms) - Combine knowledge of phonics, morphology, and semantically related words to develop deep understanding of a word's meaning by completing a Vocabulary Venture with fading support 4. Sentence Construction – How Are Sentences Built? How Do We Use Words to Express Meaning? - Complete Cloze Procedure independently - Craft a summary sentence to demonstrate comprehension - Use appositives to expand sentences with more specific detail
WEEK 26 (UNIT 25) MORPHOLOGY - Read and define words with suffixes: -ize, -ate - Identify and build words with high-utility prefixes, suffixes, roots, and combining forms in a cumulative review - Analyze and use words in context that contain common morphemes	5. Comprehension and Text Evidence – How Does Knowledge of Word Meaning Support Comprehension with Recall, Inference, and Expression? - Use knowledge of question words and semantically related words to answer questions before, during, and after reading to clarify meaning, monitor understanding, and deepen comprehension - Use collected information to summarize 6. Generalization and Collaboration – How Can We Use These Words on Our Own? - Engage in peer discussions about target vocabulary by completing the Pick Two activity independently - Use newly acquired vocabulary to ask and answer Would You Rather questions with minimal support - Practice and apply classroom communication skills to support collaborative interactions

Wrap-Up Extension Unit

For implementation of the final five weeks of *Orbit* as a Morphology and Vocabulary Intervention, an additional set of materials is available in the *Supply Room HQ*. The Wrap-Up Extension Unit provides five weeks of instruction that focus on decoding multisyllabic words, analyzing word morphology, and applying comprehension strategies through the context of space exploration.

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